DOCUMENT RESUME

ED 395 173 CE 071 618

TITLE	Quick Start Training Program. PY95 Final Detailed Report.
INSTITUTION	El Paso Community Coll., Tex.
SPONS AGENCY	Texas Higher Education Coordinating Board, Austin.
PUB DATE	9 Aug 95
NOTE	99p.
PUB TYPE	Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Career Counseling; Career Education; Community Colleges; *Daily Living Skills; Educational Cooperation; Educational Counseling; Educational Needs; Education Work Relationship; Employment Services; High School Equivalency Programs; Hispanic Americans; *Homeless People; *Job Training; Occupational Information; Program Development; Program Effectiveness; Questionnaires; *Transitional Programs; Two Year Colleges; Vocational Education
IDENTIFIERS	*Texas (El Paso)

ABSTRACT

The Quick Start Training Program is a transitional program that was developed to help the homeless population of El Paso, Texas, become self-sufficient through short-term vocational skills training. The program's occupational training component was designed to meet local training needs and was supplemented with activities to give participants occupational literacy, occupational life skills, job information, job search assistance, and educational counseling. Counseling was provided to 775 individuals, including 514 who participated in some type of educational/job training/employment counseling experience. Of those 514 individuals, 97 were recruited into the Quick Start program and 51 completed it successfully. The program demonstrated its potential to help homeless individuals put their lives in order; however, it also established that homeless people often require an entire package of course work, evaluation, counseling, and life skills and language training. Bilingual education was found to be especially necessary because of El Paso's large Spanish-speaking population. (Appendixes constituting approximately 90% of this document include the following: survey instruments; student recruitment/completion data; course outlines; course evaluations; lists of homeless coalition agencies contacted; publicity flyers; a job search inventory; the table of contents of an English/Spanish job search handbook; minutes of staff meetings; and reports to the homeless coalition.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 395 173

Project Number 55140004
Quick Start Training Program
Occupational Opportunity Center
for the Homeless

PY95 Final Detailed Report on Quick Start Training Program

August 9, 1995

Submitted to the Texas Higher Education Coordinating Board

Funded through Carl D. Perkins Vocational and Applied Technology Education Act of 1994-'95.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S Calvert

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CE071618

TABLE OF CONTENTS

Statement of Proposal

Goals and Objectives Accomplished

Evaluation Results

Conclusioins & Recommendations

Attachments

STATEMENT OF THE QUICK START TRAINING PROGRAM PROPOSAL

The Quick Start Training Program is a transitional program designed to assist the homeless population of El Paso, Texas to become self-sufficient by providing short term vocational skills training. The training skills that have been chosen have been designated to meet the demands of local industry. Within the framework of occupational training are additional programs designed to give participants occupational literacy, occupational life skills, job information, job search assistance and assistance to pursue additonal education when appropriate.

GOALS & OBJECTIVES ACCOMPLISHED -- AN OVERVIEW

GOAL 1: To create and offer short term job skills training courses that meet the demands of industry in El Paso.

Objective 1.1: The staff will identify high demand skills areas.

In August of 1994, the Quick Start Coordinator identified five (5) high demand skills areas as requested by the homeless. Individuals were interviewed individually and the following results were in evidence: Computer/clerical; combination of janitorial and general labor training; Food preparation; Nurses aid; Auto mechanics. (see Attachment A) This survey was accomplished in August of 1994 and was useful during the remainder of the grant period.

Objective 1.2 The Coordinator and staff will choose three short-term training skills areas to be offered on a rotational basis.

The grant proposal called for three short-term training skills areas offered at least twice during the year. In September of 1994, the Coordinator of the Quick Start Training Program agreed with the staff to offer three short-term training programs. These were: Food Preparation, Basic Building Maintenance, and Introduction to Food Bank Operations (Warehousing). These courses were scheduled to be offered twice in one year and before 1994 was finished the first Food Preparation course was offered. Before June 30, 1995 the balance of the courses were offered, thus accomplishing this objective. (see Attachment B)

Objective 1.3 The Coordinator will identify and contact faculty to create/modify curriculum and teach courses.

The Coordinator contacted the head of the Occupational Training division of the El Paso Community College. He and his staff designed three (3) curriculums to be offered at the Occupational Opportunity Center for the Homeless, Quick Start Training Program. In October of 1994, a Culinary Arts specialist was hired to take charge of the first class in Food Preparation. Fourteen (14) homeless students were recruited for the class and five (5) went on to graduate. (see Attachement C) (see Attachment D)

Objective 1.4 The Coordinator will work with identified instructors and staff to develop a schedule of training.

A schedule of classes was planned soon after January 1, 1995. A new Coordinator took over and took charge of publishing a plan for Quick Start Training Program for the rest of that year. Advertisement was accomplished and recruitment visits to various agencies resulted. (see Attachment E)

A second teacher was hired to coordinate the Basic Building Maintenance class. A total of twenty-four (24) homeless students were recruited and ten (10) finished the class. A third teacher was hired to teach the Warehousing class which was offered twice in the Spring 1995. Food Bank Operations I recruited sixteen (16) students and eight (8) students successfully finished. Food Bank Operations II recruited eleven (11) students and ten (10) finished successfully. A new instructor was hired for Basic Building Maintenance II & III and recruited ten (10) and twelve (12) respectively. Eight(8) and ten (10) finished those classes. The second Food Preparation class recruited ten (10) students and six (6) finished with the same instructor. (see Attachment B)

Objective 1.5 The Coordinator will acquaint clients with EPCC and maintain links with the Counseling Dept. to refer qualified clients for other activities to assist them in eventual employment.

The Coordinator has maintained excellent communication with various departments of the EPCC system including the Recruitment Department, Financial Aids, Counseling, Career planning, Job Placement, Admissions, Registrar, Student Activities and Testing. The Rio Grande campus, which is within walking distance to the Oportunity Center, is the favorite referral agency as it is more practically available to all homeless clients. These referral agencies have all been invited to the Opportunity Center for a tour of our facility to broaden their understanding of the homeless population. (see Attachment F)

Objective 1.6 Staff will make clients aware of Quick Start Program and will recruit and enroll participants for training courses.

The Coordinator of the Quick Start Program is readily available to the homeless clients of the Opportunity Center. The Quick Start office is stategically placed in full view of intake clients. Intake counselors invite homeless to receive occupational counseling as needed. Intake counselors are aware of the different programs available at the Center and time of availability of the Coordinator. Publicity is posted in the Opportunity Center as well as at different agency locations. This process has successfully been followed from September 1994 to June 30th, 1995. Announcements of future programs have been informally made for future programs. (see Attachment G)

Objective 1.7 Coordinator will adapt life skills curriculum and will offer a basic skills course to those who will benefit.

There are bilingual and monolingual (Spanish) homeless clients who can benefit from courses in occupational literacy and occupational life skills. The Project Forward curriculum which had been available through the EPCC Literacy program was found to be too elevated in the literacy level and had been designed for an exclusive female population. A Literacy consultant was hired and she developed, along with the Life Skills Instructor a more appropriate Life Skills package which is being utilized in an effective way with our homeless population. This curriculum is on file at the Opportunity Center. (see Attachment H)

Objective 1.8 The Coordinator will develop a course in self employment skills and promote and offer a course in entrepreneurship.

The Employment Coordinator who was hired in the FA11 of 1994, did not develop a curriculum for a course in entrepreneurship. A new Employment Coordinator came on board in March of 1995 and began developing a course in entrepreneurship and incorporated the course into a job skills workshop which he developed as part of the Quick Start Training Program. He identified certain clients who possess certain talents and skills and counseled them individually in utilizing these skills in a self-employment field.

GOAL 2: To provide job coaching and placement services, and promote entrepreneurship to the homeless as they complete short term skills training.

Objective 2.1 Staff will identify and develop jobs for clients completing courses successfully.

The Employment Coordinator worked in a cooperative manner with the Quick Start Coordinator and researched job possibilities in the areas of Quick Start training programs. The two coordinators who held positions separately visited job sites and developed professional relationships with employers and referred certain clients of the Opportunity Center and graduates of the Quick Start training programs to these employers. Of the Quick Start training graduates, the Employment Coordinator attempted to place twenty-nine (29) homeless clients. Some of these clients subsequently chose to pursue additional educational training.

Objective 2.2 Staff will provide a placement service for successful students.

The Employment Coordinator organized the Placement service to provide job opportunities for the Quick Start training graduates and for the homeless clients in general. This was an ongoing activity involving interviewing of employers and potential employees. (see Attachment I)

Objective 2.3 Staff will refer job-ready clients to the EPCC Placement Office and other agencies when appropriate.

It is often the case that homeless clients will come into the Opportunity Center with some good educational background and past job experience. Unfortunate circumstances have led to homelessness and these clients are referred to local employment facilities and to EPCC job placement service.

Objective 2.4 Staff will develop and use a skills inventory with clients.

The Employment Coordinator has identified a skills inventory which he has taken for each client. This inventory allows both client and counselor to explore appropriate employment possibilities. (see Attachment J)

Objective 2.5 The Coordinator will develop and teach a job search workshop using intensive support methods and coaching.

The Employment Coordinator organized a job search workshop for each class and was required attendance for each homeless client. He used the book The Quick Job Search as an excellent bilingual resource. (see Attachment K)

Objective 2.6 Coordinator will work with clients to develop self-employment opportunities.

The Employment Coordinator personally counseled at least five (5) very talented homeless clients who have personal abilities and who could possibly develop some self-employment opportunities. The Employment Coordinator endeavored to encourage them in this self-employment venture and continues to give them encouragement and advice.

Objective 2.7 Staff will secure donated voice mail for 10 students and teach them how to use the system.

From October 1994 to March 1995, voice mail was available for 10 selected students to receive messages about job possibilities. This was a great asset for the homeless who face life without a phone. This project gave homeless the satisfaction and peaceful feeling that they could receive messages from potential job employers. Clients have been very grateful for this service and they have taken full advantage of this service.

Objective 2.8 Staff will ensure that clients dress properly for job interviews and will arrange for procurement of appropriate clothing.

The Opportunity staff and the Employment Coordinator give advice on an ongoing basis to all potential job seekers about correct clothing apparel. Because homeless clients have so few material possessions the Center depends on donations received from the community.

Objective 2.9 Clerk/Typist will enter all known job prospects into project database.

The second Employment coordinator was anxious to implement a database of all employment prospective clients. For lack of suitable personnel, a database on index cards is awaiting transference to a suitable computer. Because of lack of funds and a lack of the availability of a volunteer, this database has been delayed and plans to develop it are still pending. (see Attachment L)

Objective 2.10 Staff will match job prospects with homeless clients' talents and arrange interviews.

The Employment Coordinator continually interviews prospective job clients to match up skills and job availability. He has taken a very personal approach as he has endeavored to fully interview each and every Quick Start graduate, trying to meet their personal needs and desires.

Objective 2.11 Coordinator will host day and evening group sessions to discuss work and job retention issues, and will provide strong follow-up including visits to the client' shelters and work sites.

Homeless clients need support and encouragement. On a regular basis, support sessions have been sponsored and homeless clients have benefitted. Some homeless clients, even after completing a Quick Start training program and job search workshop have not been ready to take the responsibility of employment. They need very much support and employment counseling. Many are also faced with the sad fact of homelessness and until they are situated in some kind of shelter the prospects of a job are slim.

When clients have been employed, it has been the responsibility of the Employment Coordinator to keep in touch with employers and employees. This kind of support program has insured our graduates the possibility of maintaining their job by preventing any problems which many come up.

GOAL 3: To develop and maintain evaluation tools for the Quick Start Project and its participants.

Objective 3.1 Staff will maintain a log of events that can be used for analysis.

The Occupational Opportunity Center for the Homeless and the Qucik Start Program have devised a method of daily log-in that is turned into to the Opportunity Center office on a very regular basis. This log requests information regarding the counseling and interview process in a summary form. Log numbers are included so that the computer data can be generated from the inputed information. These "dailies" are available on file in both written form and typed form. The computer program which contains this information can be tapped at any time. (see Attachment M)

Objective 3.2 Project Administrator will hold monthly reviews with project staff.

Each month the Coordinator gathers a staff meeting with the Project Director and the Quick Start staff. Projects and developments are discussed as well as issues and questions which are raised in order to keep the project running smoothly. Present problems are wrestled with and future plans are made by eliciting suggestions and advice from all the staff personnel. These staff meetings are also for hearing complaints about any facet involved. (see Attachment N)

Objective 3.3 Staff will develop a monitoring system for student progress with instructors and other case workers.

The Coordinator maintains contact with instructors on a regular basis to see how the homeless clients are progressing. Social workers and case workers at the various shelters are also referred to for the purpose of consulting with them about the progress of the homeless client.

There is an enormous amount of cooperation as exhibited by the coordinated efforts of the Opportunity Center and the various agencies and shelters. Homeless clients are cared for in many ways and a personal approach guarantees that they have an ear for their complaints, questions, traumas, and personal problems.

Objective 3.4 Staff will monitor progress of Quick Start students and make program changes as required.

The monitoring system has resulted in giving additional support to individuals who need supplementary counseling and guidance. It has happened that monitoring of students has intervened in situations where clients are feeling frustrated or depressed. Oftentimes, the homeless client feels isolated and alone and additional counseling is called for.

Often, the case is that our homeless get tired of being homeless. They often cannot see an end to their problems and they lose enthusiasm and desire to continue. Counseling attempts to elicit the determination necessary to go forward. This monitoring system is necessary because adjustments need to be made, oftentimes, so that the client can continue towards his/her goal.

Objective 3.5 Staff will develop a follow-up system on participants who are placed in jobs.

The Employment Coordinator has endeavored to keep in touch with students who have been placed into an employment field. Follow-up has been difficult because of the large volume of clients that come into the Center seeking help. Often, our clients will venture in to the Opportunity Center to let everyone know that they are well and working. This has been the easiest method of follow-up and the program appeals to the homeless client to keep in touch so we can know how they are doing.

Objective 3.6 The Coordinator and staff will evaluate the Quick Start Program objectives and performance measures.

These performance measures are evaluated on an on-going basis by the Quick Start staff at regular meetings. We have found that the Employment end has shown some lacking in tracking students after graduation from the Quick Start program.

The final evaluation is intended to understand the program for future reference.

Objective 3.7 Keep Advisory Committee (El Paso Coalition for the Homeless) apprised of progress and Project and involve them in the decision-making processes of the staff.

Each month, the Homeless Coalition meets and a report is published of the Quick Start Project. Members are given the facts and information regarding all aspects and are encouraged to ask questions and give suggestions. (see Attachment O) Members are invited to tour the facility so that they can get a better idea of what the program is doing for the homeless clients.

EVALUATION RESULTS

The Quick Start Project proposal has endeavored to turn homeless people into employed worders through short term vocational skills training.

Through the services of the Occupational Opportunity Center for the Homeless, the Quick Start staff interviewed and counseled a total of seven-hundred-and seventy-five (775) individuals during the grant period of 1994-'95. These individuals were interested in some kind of educational experience, job training or were seeking employment opportunitites. Of these, five-hundred-and-fourteen (514) individuals participated in some kind of instructional curriculum and a total of ninety-seven were recruited into the Quick Start Training programs which offered classes in Culinary Arts, Basic Building Maintenance and Warehousing. Of those recruited, fifty-one (51) clients actually finished the classes successfully and earned certificates of completion.

The individuals who participated in some kind of vocational related skills building such as occupational literacy, occupational life skills or GED, had the option to participate in the Quick Start classes. Many were unable to participate because of lack of language skills but opted to join in the future.

A total of one-hundred-and-twenty-five individuals were counseled in seeking some kind of advanced training through the El Paso Community College and the Private Industry Council. Forty-nine students opted to complete their GED by enrolling in the on-site course.

The evaluation and management procedures outlined in Part C, Goal 3 were designed for this project and will ensure an on-going review of project effectiveness. For the purposes of this project, effectiveness is a more important issue than efficiency. Utilizing lessons learned from discovering more effective methods of program management, a refined efficient program can be established resulting in less cost and can accomplish the goals in shorter time. An ongoing assessment process is necessary in order to be flexible in meeting the needs of the homeless. Therefore, the quantitative data that the project has delivered in terms of numbers served, how served, and employment outcomes, combined with the quantitative data collected from interviews with clients, has assisted in developing a program to be even more responsive and effective to meet the needs of the homeless.

BEST COPY AVAILABLE

CONCLUSIONS AND RECOMMENDATIONS

The Quick Start Training Program has endeavored to offer occupational training, occupational education and assistance with job placement to a very special population largely ignored by formal educational standards. It is a well known fact that this homeless population is growing in the state of Texas as well as nationally.

In creating the Occupational Opportunity Center for the Homeless, the El Paso Community College, with the support of the El Paso Coalition for the Homeless, has endeavored to provide training and educational services including support services to this population in the hope of improving the lives of the homeless with better job skills. These improved job skills can only lead to better jobs and a brighter future.

As a result of administering this program, it has been recognized that our homeless population have multiple problems to work through. We are finding that a single Quick Start class and job search workshop are often not enough to get them back into the mainstream of society. Our clients often need a whole package plan of course work, job search skills, personal evaluation, counseling, life skills and language training.

Because of past problems, our clients must re-define a new value system and learn to live by rules they have largely ignored or have rebelled against for many years. When our clients come to us for the first time, we can often detect great potential which can bring excitement to all concerned--client, counselor and instructor. Often, the case is that our clients have been away from mainstream America for some time and they require time and loving patience to learn about a higher meaing in life.

Our homeless often do desire some kind of job training, yet, practicality must take precedence. They need an immediate job to solve the immediate problems of lack of shelter and food. Often, the case is that the homeless do not have time to enroll in a training program. They must deal NOW with the miserable circumstance they find themselves in. Some clients are fortunate enough to be in a temporary shelter with food and safety and with permission of the shelter staff to pursue some vocational class and job training. Clearly these clients are at an advantage. These clients have a little time to take some classes and attend some counseling sessions. That is to their advantage.

Those homeless who are not quite so fortunate, who are living on the streets or who have pressing economic needs do not have such a luxury. They need immediate food and shelter for survival. They need to be placed in a temporary and secure shelter that will allow them to attend vocational classes and training, counseling and job development classes. Unfortunately, these shelters are few in number.

Another problem that has been identified is that the homeless population of El Paso includes bi-lingual and bi-cultural people. We also service Mono-lingual clients whose predominate language is Spanish. This border region reinforces the Spanish language and many of our clients do not speak English or have a lack of English skills that need to be upgraded. Before these clients can benefit from a training program and a job search workshop it is necessary to enroll them in our Literacy and Life Skills classes to give them more knowledge and more skills to successfully complete the Quick Start class.

The Quick Start program has the potential to help put peoples' lives in order. It has the potential to make good citizens and contributing members of society. The ills of homelessness cannot be cured with one Quick Start training class and a Job Skills workshop. What is needed is a package plan to enroll the homeless in an on-going program that will change their lives and the way they think about themselves. The Quick Start program must include courses in occupational language, occupational life skills and occupational counseling. We also need to provide our homeless with the safety and security of food and shelter so that they can take the time to develop their skills through the opportunities which are presented. A total package plan must be delivered with individual counseling to justify the need. The homeless are individuals who have individual needs and concerns and these must be addressed if we are truly to succeed in taking them out of their misery.

In the end, the individual will benefit and society will benefit. This program should be considered as a "preventative" program which will help in stopping a cycle of problems which homeless people evolve in. With some understanding, patience, love and positive direction this program is already changing the lives of many individuals, yet it must be considered a gradual process. Our recommendation is that this program must continue and must be supplemented with additional support because then we can succeed in changing the lives of the homeless.

BEST COPY AVAILABLE

ATTACHMENT A

Survey of High Skills Demands

Training Survey

Demographics

111 persons took part in the survey: 68 Men & 41 Women.

Age:
17 - 25 = 26
26 - 35 = 33
36 - 45 = 32
46 - 55 = 10
56+ = 8

Grade Level Completed:
1 - 4 = 7
5 - 8 = 22
9 - 11 = 28
12 = 51

Shelters:
RM (Transients): 38
RM (Staff): 21
MSR: 10
La Posada: 5
SA: 10
SA(TLC): 7
Opportunity Center: 20

Of the 111 surveyed, 99 responded positively to the notion of enrolling in a short term training program.

OPPC .TUNITY CENTER FOR TH. HOMELESS

1208 MYRTLE AVE
EL PASO TX 79901
(915) 577-0069

So that we may plan for a new training and placement program for the homeless, it would be helpful to have your answers to the following questions:

1. Would you consider enrolling in a short term training program that would give you the skills to get the job you want?

   YES / NO

2. If so, what type of training would you like?

3. What type of work are you looking for now?

4. Gender:

   Male / Female

5. Age:

   17 - 25 26 - 35 36 - 45 46 - 55 56+

6. What grade did you complete at high school?

   1 2 3 4 5 6 7 8 9 10 11 12

Many thanks for your assistance

Pauline Moroz
Education Coordinator

ANALYSIS OF CLASSIFIED EMPLOYMENT ADS RUN IN THE EL PASO TIMES
for the weeks of 07/24-07/30; 07/31-08/06; and 08/07-08/13/94

13 categories ranging from Professional to Miscellaneous; 8 of these categories are perceived as having potential applicability to OOC clientele.

CATEGORY	HIGH	LOW	AVG
Restaurant	26	9	17
Office/clerical	50	12	31
Apparel	6	0	3
Trades/Industrial	75	16	45
Automotive	9	2	5
Medical (limited basis)	62	12	37
Miscellaneous	76	25	50
Part-time	8	0	4

BEST COPY AVAILABLE

LABOR MARKET SURVEY
to define high demand skills areas

TEMP AGENCIES' predominant focus is light industrial (avoiding WC costs) and office work. Light industrial can range from machine operators to loading/unloading trucks to general labor in a multitude of industries including warehousing, garment, grocery, electronics, plastic injection, and various other manufacturing positions including repetitive motion assembly. Their clerical positions vary, with a big need for clerical positions "one notch above the receptionist level."

English:	Adequate enough to complete applications and other employment documents.
Education:	Minimum 6th grade (Manpower); GED/HS diploma is the standard; some college is well received.
Testing:	Most agencies conduct some kind of testing before sending a temp out on assignment. This ranges from simple math and matching skills to typing and software skills.
Experience:	Virtually all temp agencies require a minimum of 6 months verifiable employment and a minimum of 2 references.

Temp agencies, predictably, experience high turnover, and their greatest challenge is getting people to show up for "accepted" assignments. One temp agency (Employee Solutions, formerly Talent Tree) cited a "relatively easy and non-skilled" assignment of cleaning up after functions at the Civic Center, and how they have difficulty getting people to show up for "<u>that</u>" position, and so they would feel even less inclined to consider one of our clients. This agency admitted to stereotyped biases within the first 60 seconds of conversation.

TEC

Hector Venegas, Labor Analyst (544-4530), was unavailable to answer questions regarding the El Paso labor market, as was the Regional Director, Marti Provensio, however, Barbara Harrid at the Northeast office (757-2551) was able to provide some very good input.

"Hot" employment areas:

HOME CARE (includes housekeeping, cooking, companionship, and hygiene assistance.)

GARMENT industry is revitalized.

FOOD SERVICE/RESTAURANTS always have openings.

PLASTIC INJECTION MOLDING is excellent, however, academic requirements, specifically Math, would probably be to steep for our clients.

BUILDING MAINTENANCE is actually saturated. She had 10 current orders on hand, and more than enough people to fill those 10 orders. She also said that alot of these positions were looking for 10 years' experience.

PRIVATE INDUSTRY

APPAREL/GARMENT MFG:

These range from broker/sales offices of 3 employees (Continental Apparel and Braxton) to companies with 2,000+ (Sun Apparel) employees.

Positions include riveters, rock shakers, laundry, pressers, sewing machine operators, inspectors, cutters, assembly, repair, etc.

Riveters generally need minimum 2 years experience, as do inspectors, while other positions such as laundry and pressing have minimal to no experience requirements. However, even when unskilled labor is utilized, these companies still look for basic math and measurement skills.

A commercial laundry (Final Finish) had salary ranges for unskilled labor between $4.25 to $5.50/hr, with 3 1/2 day weeks (12-12-12-6). Their primary concern with <u>any</u> employee is attendance, not only punctuality, but showing up. Turnover averages "1 a day."

WAREHOUSING:

Many warehouses are concerned with Workers' Compensation costs, and at least one is now utilizing one of the few temp agencies in town that still provides WC coverage. (Most temp agencies will not accept job orders that require lifting more than 25 lbs in order to cut back on injury potential).

CIRCUIT CITY:

Has billboards advertising an 800 employment line. They will be opening 2 stores in El Paso;; one East (between Thanksgiving and Christmas) and one West (by Thanksgiving), however these dates are subject to construction schedules; telephone screener has been instructed to discount no callers; not using TEC; personal interviews will be early-mid September. Mandatory requirement is to be able to work evenings and weekends. Must be able to speak English, or be bilingual.

BEST COPY AVAILABLE

ATTACHMENT B

Student Recruitment for Quick Start Training Program

ATTACHMENT B

Student Recruitment for Quick Start Training Program

Class	Recruited	Finished
Basic Building Maintenance I	24	10
Basic Building Maintenance II	10	6
Basic Building Maintenance III	12	6
Food Bank Operations I	16	8
Food Bank Operations II	11	10
Food Preparation I	14	5
Food Preparation II	10	6
	97	51

ATTACHMENT C

Curriculums for Three Quick Start Training Classes

EL PASO COMMUNITY COLLEGE

DIVISION OF
CONTINUING EDUCATION/COMMUNITY SERVICES

COURSE SYLLABUS

COURSE TITLE: Basic Building Maintenance

COURSE NUMBER: SDG 728

CONTACT HOURS: 72

I. COURSE DESCRIPTION:

Introduces the participant to various aspects of building maintenance including painting, plumbing, electricity, coolers, wall and floor care, basic carpentry, and grounds maintenance.

II. METHODS OF PRESENTATION:

A. Lectures
B. Demonstrations
C. Handouts
D. On-site Applied Labs

III. METHODS OF EVALUATION:

A. Objectives will be evaluated according to the observed student's class performance in accordance with industrial requirements and appropriate section or sections of listed reference material.

Lab Performance: 100% total grade value.

B. Grading
Course requires mastery of knowledge and skills to a 70% minimum level. Letter grades earned are as follows:

A = 90+ B = 80+ C = 75+ D = 70+ F = <70

IV. RESOURCES AND MATERIALS:

A. Resources: Course Handouts

B. Materials: Provided by the El Paso Housing Authority District

V. CALENDAR OF TOPICS:

MAJOR TOPICS:	NUMBER OF HOURS:
A. Painting	6
Behavioral Objective: Prepare surfaces for painting, select appropriate paint, and demonstrate proper application and cleanup according to proper environmental standards.	
B. Plumbing	9
Behavioral Objective: Troubleshoot plumbing problems and demonstrate repair or replacement as needed.	
C. Electricity	9
Behavioral Objective: Select appropriate components and correctly wire a basic electrical circuit given the application.	
D. Coolers and Heaters	6
Behavioral Objective: Demonstrate the installation, maintenance, and adjustment of evaporative cooling systems and maintenance of heating systems.	
E. Floors and walls	9
Behavioral Objective: Install, repair, and maintain floor and bathroom tile, and vinyl floor covering.	
F. Hardware and Cabinets	9
Behavioral Objective: Install and replace minor hardware items, effect minor cabinet repairs and perform basic wallboard and ceiling maintenance.	
G. Doors and Windows	9
Behavioral Objective: Install doors and deadbolt devices, and replace window glass.	

B. Materials: Provided by the El Paso Housing Authority District

VIII. CALENDAR OF TOPICS:

MAJOR TOPICS:		NUMBER OF HOURS:
A.	Painting	6
B.	Plumbing	9
C.	Electricity	9
D.	Coolers and Heaters	6
E.	Floors and walls	9
F.	Hardware and Cabinets	9
G.	Doors and Windows	9
H.	Key Control	3
I.	Grounds Maintenance	6
J.	Clean'ng Techniques	6
	TOTAL	72

H.	Key Control	3

Behavioral Objective: Establish an appropriate key control system including replacement of keys and locks.

I.	Grounds Maintenance	6

Behavioral Objective: Demonstrate the care and maintenance of landscape and lawn areas.

J.	Cleaning Techniques	6

Behavioral Objective: Demonstrate proper cleaning techniques and use of cleaning products for floors, walls, carpet, draperies, and windows.

	TOTAL	72

EL PASO COMMUNITY COLLEGE

DIVISION OF
CONTINUING EDUCATION/COMMUNITY SERVICES

COURSE OUTLINE

COURSE TITLE: Basic Building Maintenance

COURSE NUMBER: SDG 728

CONTACT HOURS: 72

I. COURSE DESCRIPTION:

Introduces the participant to various aspects of building maintenance including painting, plumbing, electricity, coolers, wall and floor care, basic carpentry, and grounds maintenance.

II. COURSE RATIONALE:

The El Paso Housing Authority has a need for qualified personnel to perform on-site basic maintenance at apartment complexes. Qualified personnel will assume the responsibility for cosmetic and functional repairs not requiring the support of the Housing Authority Maintenance Department.

III. COURSE OBJECTIVES:

Upon satisfactory completion of this course, the student will be able to:

A. Prepare surfaces for painting, select appropriate paint, and demonstrate proper application and cleanup according to proper environmental standards.

B. Troubleshoot plumbing problems and demonstrate repair or replacement as needed.

C. Select appropriate components and correctly wire a basic electrical circuit given the application.

D. Demonstrate the installation, maintenance, and adjustment of evaporative cooling systems and maintenance of heating systems.

E. Install, repair, and maintain floor and bathroom tile, and vinyl floor covering.

El Paso Community College
Division of
Continuing Education / Community Service

COURSE OUTLINE

COURSE NUMBER: SDG 225
COURSE TITLE: Introduction to Food Bank Operations
CONTACT HOURS: 30 Hours

I. **COURSE DESCRIPTION:**
This course is designed to give students basic entry-level competencies in working in a non-profit food storage and distribution operation.

II. **COURSE RATIONALE:**
This course will provide the underprivileged and homeless with introductory job training in food bank storage methods and operations. The training provided by this program will help prepare individuals to gain employment, and/or to move on into more advanced training in the field of materials handling and warehouse operations.

III. **COURSE OBJECTIVES:**
Upon completion of this course, the student will be able to:

A. Demonstrate basic mathematical skills and communicate orally, with peers and supervisors, utilizing appropriate technical vocabulary and rationale.

B. Follow all basic safety rules, policies and procedures relative to food storage operations, and injury/accident reporting.

C. Develop a professional attitude regarding job responsibilities, and customer service relations.

D. Identify various types of materials handling and storage equipment.

E. Create and interpret invoices as per specific customer orders.

F. Identify product contents for packaging and follow appropriate sequential steps in unpacking, sterilizing, labeling and packing.

G. Determine and adhere to current inventory methods and techniques.

H. Identify various types of load dock equipment and designs

IV. TARGET POPULATION:

This course is for the underprivileged and homeless who are interested in obtaining the skills which will prepare them for advanced training in the materials handling and warehousing/distribution field and/or allow them to enter the job market as entry level food storage personnel.

V. METHODS OF PRESENTATION

A. Lecture
B. Discussion
C. Demonstration,
D. Hands-on Applications

VI. METHODS OF EVALUATION:

This course will be graded on a pass/fail basis.

A. Final Grade Determination

Knowledge tests	60% towards final grade
Hands-on demonstrations	30% towards final grade
Attendance and Participation	10% towards final grade
Total	100%

B. Students must have a final grade of 70 or above to pass this course.

C. Grading Scale

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 59 or below

VII. RESOURCE MATERIALS:

Handouts will be provided to the students.

VIII. CALENDAR OF TOPICS:

Unit		Hours
A.	Basic Skills	4
B.	General Safety	4
C.	Customer Service	3
D.	Materials Handling Equipment	4
E.	Shipping and Receiving	5
F.	Packaging	4
G.	Inventory Control	4
H.	Load Dock Equipment	2

EL PASO COMMUNITY COLLEGE
CONTINUING EDUCATION / COMMUNITY SERVICES

COURSE SYLLABUS

INTRODUCTION TO FOOD BANK OPERATIONS

I. COURSE DESCRIPTION:

This course is designed to give students basic entry level competencies in working in a non-profit food storage and distribution operation.

II. METHODS OF PRESENTATION:

A. Lecture
B. Discussion
C. Demonstration
D. Hands-on Applications

III. METHODS OF EVALUATION:

This course will be graded on a pass/fail basis.

A. Final grade determination

Knowledge tests	60% towards final grade
Hands-on demonstrations	30% towards final grade
Attendance & Participation	10% towards final grade
TOTAL	**100%**

B. Students must have a final grade of 70 or above to pass this course.

C. Grading Scale

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 59 or below

IV. TEXT AND MATERIALS

Instructional materials will be provided to the students.

V. CALENDAR OF TOPICS AND BEHAVIORAL OBJECTIVES:

Upon completion of this unit, the student will be able to:

Course Units	Hours
A. BASIC SKILLS	4

Behavioral Objective: *Demonstrate basic math skills and communicate orally, with peers and supervisors, utilizing appropriate technical vocabulary and rationale.*

Competencies:

1. Recognize cause and effect of food bank operations. (Handouts)
2. Demonstrate basic mathematical skills. (Handouts)
3. Develop trade vocabulary and jargon. (Handouts)
4. Distinguish among storage facilities, and between frozen, refrigerated, and dry goods. (Handouts)

B. SAFETY 4

Behavioral Objective: *Follow all basic safety rules, policies, and procedures relative to food bank operations, and injury/accident reporting.*

Competencies:

1. Identify safety equipment and protective clothing. (Sample safety equipment/clothing)
2. Execute proper lifting techniques. (Handouts)
3. Report injuries/accidents and unsafe/hazardous working conditions. (Handouts)

C. CUSTOMER SERVICE 3

Behavioral Objective: *Develop a professional attitude regarding job responsibilities, and customer service relations.*

Competencies:

1. Exhibit a customer-oriented attitude.
(Handouts)

2. Employ active listening skills and effective one to one communication skills.
(Handouts and audio/visual materials)

3. Demonstrate good personal hygiene.
(Handouts and audio/visual materials)

4. Exhibit a professional attitude regarding job responsibilities.
(Handouts and audio/visual materials)

D. MATERIALS HANDLING EQUIPMENT 4

Behavioral Objective: *Identify various types of materials handling and storage equipment.*

Competencies:

1. Identify a variety of powered and manual materials handling equipment. e.g. forklifts, pallets jacks, drum dollies, etc.
(Forklift, pallet jacks, drum dollies, hand trucks)

2. Plan for and determine appropriate equipment for specified tasks.
(Not applicable)

E. SHIPPING AND RECEIVING 5

Behavioral Objective: *Create and interpret invoices as per specific customer orders.*

Competencies:

1. Verify proper documentation.
   (Sample invoices and back order forms)
2. Verify product quantities, weights, and back order status.
   (Sample manifests, bill of lading, freight bills/receipts and invoices)
3. Perform visual inspections of incoming stock.
   (Simulated product)
4. Load and unload trailers or containers properly.
   (Trailer/container, simulated product, pallets, pallet jacks, forklifts)
5. Route and pre-stage material as per dock schedule.
   (Handouts and sample dock schedule)

F. PACKAGING 4

Behavioral Objective: *Identify product contents for packaging and follow appropriate sequential steps in unpacking, sterilizing, sorting, labeling and packing.*

Competencies:

1. Protect product properly by maintaining packaging standards.
   (Handouts)
2. Recognize perishability expiration dates.
   (Handouts)
3. Identify and label contents appropriately
   (Handouts and sample labels)
4. Develop proper palletizing and stacking patterns.
   (Handouts)

G. INVENTORY CONTROL 4

Behavioral Objective: *Identify and adhere to current inventory methods and techniques.*

Competencies:

1. Perform cycle counting
   (Handouts)

2. Maintain product security
   (Handouts)

3. Explain importance of the First-in First-out inventory rotation systems.
   (Handouts)

4. Maintain stock inventory through the random and fixed locator systems of stocking merchandise.
   (Handouts)

H. LOAD DOCK EQUIPMENT 2

Behavioral Objective: Upon completion of this unit, the student will be able to:
Identify various types of load dock equipment and designs.

Competencies:

1. Identify all loading dock designs and styles.
   (Handouts/visual materials)

2. Identify and determine appropriate types of loading dock equipment.
   (Handouts/visual materials)

3. Recognize and identify various transport methods and vehicles.
   (Handouts)

EL PASO COMMUNITY COLLEGE
CONTINUING EDUCATION/COMMUNITY SERVICES

Course Outline

Course Title: Food Service Preparation Course

Course No.: SDG 228

Course Hours: 100

I. Course Description: This course will provide Opportunity Center students with the entry-level skills required to enter the food service industry. Training in both food service and culinary art subjects is provided so that students may develop skills in both areas.

II. Course Rationale: This course will assist individuals at the Opportunity Center to develop entry-level skills in a short period of time so they can enter the workforce and achieve a self-sufficient income to support themselves and their family.

III. Course Objectives: Upon completion of this course, the student will be able to:

A. Demonstrate appropriate safety and sanitation skills at all times in the food service area.

B. Identify and discuss the requirements associated with quantity food preparation.

C. Demonstrate the proper techniques for preparing and cooking fruits and vegetables.

D. Demonstrate the proper techniques for preparing and cooking meats and main dishes.

E. Demonstrate the proper techniques for preparing sandwiches and pastas.

F. Demonstrate the proper techniques for preparing and baking breads and desserts.

G. Identify the requirements involved in menu planning and discuss the types of menus prepared daily, i.e., breakfast, lunch and dinner.

H. Describe the requirements involved in purchasing and storing food.

I. Describe the service considerations required based on the type of meal prepared.

J. Describe the steps required to properly trouble-shoot food service equipment.

IV. Target Population: Students identified by the Opportunity Center counselors.

V. Methods of Presentation:

A. Lecture
B. Discussion
C. Hands-on demonstration

VI. Required Materials: Handouts provided by the course instructor.

VII. Methods of Evaluation:

A. Students grades will be based on:
1. 40% objective tests
2. 60% hands-on

Total 100%

B. Students must have a final grade of 70 or above to pass this course.

C. Grading Scale:

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 59 or below

VIII. Calendar of Topics — Hours

A.	Safety and Sanitation Skills	16
B.	Quantity Food Preparation	16
C.	Fruits and Vegetables	12
D.	Meats and Main Dishes	12

Course Outline
pg. 3
SDG 228

Calendar of Topics		Hours
E.	Sandwiches and Pastas	10
F.	Baked goods and Desserts	12
G.	Menu Planning	8
H.	Purchasing and Storing Foods	6
I.	Service Consideration	4
J.	Equipment Troubleshooting	4
		Total-->100

EL PASO COMMUNITY COLLEGE
CONTINUING EDUCATION/COMMUNITY SERVICES

Course Syllabus

Course Title: Food Service Preparation Course

Course No.: SDG 228

Course Hours: 100

I. Course Description:

This course will provide Opportunity Center students with the entry-level skills required to enter the food service industry. Training in both food service and culinary art subjects is provided so that students may develop skills in both areas.

II. Methods of Presentation:

A. Lecture
B. Discussion
C. Hands-on demonstration

III. Required Materials: Handouts provided by the course instructor.

IV. Methods of Evaluation:

A. Students grades will be based on:
1. 40% objective tests
2. 60% hands-on

Total 100%

B. Students must have a final grade of 70 or above to pass this course.

C. Grading Scale:

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 59 or below

Calendar of Topics	Hours
A. Safety and Sanitation Skills	16
Behavioral Objective: Demonstrate appropriate safety and sanitation skills at all times in the food service area.	
B. Quantity Food Preparation	
Behavioral Objective: Identify and discuss the requirements associated with quantity food preparation.	16
C. Fruits and Vegetables	12
Behavioral Objective: Demonstrate the proper techniques for preparing and cooking fruits and vegetables.	
D. Meats and Main Dishes	12
Behavioral Objective: Demonstrate the proper techniques for preparing and cooking fruits and vegetables.	
E. Sandwiches and Pastas	10
Behavioral Objective: Demonstrate the proper techniques for preparing sandwiches and pastas.	
F. Baked goods and Desserts	12
Behavioral Objective: Demonstrate the proper techniques for preparing and baking breads and desserts.	
G. Menu Planning	8
Behavioral Objective: Identify the requirements involved in menu planning and discuss the types of menus prepared daily, i.e., breakfast, lunch and dinner.	
H. Purchasing and Storing Foods	6
Behavioral Objective: Describe the requirements involved in purchasing and storing food.	

BEST COPY AVAILABLE

I. Service Consideration 4

Behavioral Objective: Describe the service considerations required based on the type of meal prepared.

J. Equipment Troubleshooting 4

Behavioral Objective: Describe the steps required to properly trouble-shoot food service equipment.

Total-->100

ATTACHMENT D

Evaluations of Three Quick Start Training Courses

Evaluation of Culinary Arts/Food Preparation Quick Start - June 1995

The second Culinary Arts class was offered at the Salvation Army instead of at the Rescue Mission. The same chef who taught the first class was re-hired as his experience was invaluable and his bilingual skills were an asset.

We speculated that more residents at the Salvation Army would register. One problem we found was that the lack of child care made it impossible for many women to enroll.

For this second class, 10 enrolled.

6 completed the course successfully.
1 dropped because she found the class disorganized.
1 found employment.
1 had a husband who found employment so she had to take care of the children.
1 had a personality conflict with another student so she dropped.

Another problem is that the class was scheduled at an inconvenient time. The instructor was supposed to arrive at 4:30 p.m. and did not show until 5:15 p.m. Meanwhile the women had to attend to dinner with their families and re-united with the class at 5:30 p.m. but the class did not get started until 6:00 p.m. One class member got so frustrated at the delay that she quit. She was always ready at 4:30 p.m. for the class to begin. This has to be remedied for the next time and the instructor needs to arrive much earlier in the day so as not to be in so much conflict with the dinner hour.

There were also some personality clashes with some Salvation Army personnel that could have been ironed out early in the class if the regular staff were available. Since the class was so late in the afternoon, the regular staff were not present. That could have prevented some of the conflicts between the instructor and the late afternoon staff personnel.

All in all, the students who finished the class enjoyed the class very much and learned alot about the topic. They were also provided with food handlers cards in order to help the process of job search.

Evaluation of Basic Building Maintenance Quick Start - June 1995

As with all of our course offerings at the Occupational Opportunity Center for the Homeless, we are competing with potential and immediate job offerings. Clients need jobs. Clients need shelter. Clients need food. Clients need to take care of their families. Often, clients do not have time to consider training in a program, even a Quick Start program. They have desperate needs.

The first BBM class held in early Spring, recruited students during the cold season. Most students were males, many of them were staying in area temporary shelters, including the Rescue Mission. They were given permission and encouragement to stay at the shelter with food provided as long as they accomplished some educational endeavor. A report was given with the last quarterly report about the numbers recruited and the numbers who finished.

As the BBM class was offered again at a later date, the number of successful graduates dropped. Some valid reasons apply to this lower figure.

1.) Homeless individuals need an immediate job. Even to postpone job hunting for one month in favor of a quick start training program is very hard on individuals who are supporting families and who need shelter and food. When a client signs up for a class the real priority becomes a job.

2.) After the first BBM class the Rescue Mission withdrew its support of the Opportunity Center because of political differences. We did not have the response to our second or third BBM class that we might have had if we had the cooperation of the Rescue Mission.

3.) We may be even more successful in recruiting individuals during the winter months as summer means that people move around alot and are looking for jobs.

For the second BBM class we recruited ten individuals:

3 completed the class successfully
3 found employment
3 left the area
1 went back to school

For the third BBM class we recruited 12 students:

6 completed the class successfully
2 found employment
1 relocated to a Christian shelter
1 left town
2 did not say

It may become important to recruit more students and host more classes during the winter months. We need also to intensify our recruitment and improve our system of follow-up with employment. Our job developer needs to focus on individual counseling to help our homeless find jobs.

Evaluation of Introduction to Food Bank Operations (Warehousing) Quick Start - June 1995

Our recruitment for this class was more successful for this first class of Warehousing because it was a new class and various individuals were curious.

For the first class we recruited a total of 16 students.
- 10 completed the class successfully.
- 1 left town
- 1 went on:: to study at EPCC
- 1 found employment
- 1 went onto recovery
- 1 had eye surgery
- 1 did not say

For the second class we recruited 11 students.
- 6 completed the class successfully.
- 3 found employment
- 1 left town
- 1 did not say

As the weather got warmer, more homeless moved on to another part of the country. It may be that we need to focus our courses more in the winter. We also found that farm-workers or those related to farm work, found jobs as crops were being planted or harvested which is in the warmer months. Our evaluation is that they are interested in re-training but we have to offer our courses when they are available.

The on-going issue of basic needs takes precedence in all these cases. Homeless are looking for immediate shelter and food and often drop a class in favor of finding a job to support shelter and food.

The Warehousing class provided a new dimension of skills and knowledge to those interested. The job developer, in his job search workships, gave options for job hunting resources which included enrollment in an expanded version of Warehousing curriculum at EPCC. Some students are not yet ready for such a committment but when shelter and food are more secure, they may be ready for a committment.

ATTACHMENT E

List of Homeless Coalition Agencies

List of Agencies Visited for Recruitment

UPDATED: JUNE 27, 1995

AGENCY	ADDRESS	TELEPHONE / FAX	CONTACT 1	CONTACT 2
EL PASO COALITION FOR THE HOMELESS	1200 MYRTLE AVENUE	(915) 577-8069/544-2459		
1. ADULT PROBATION	800 E. OVERLAND #100,79932	(915) 546-8120	RUSSELL GAINER	JUAN RODRIGUEZ
2. ALIVIANE	5140 EL PASO DR.,79905	(915) 779-3764	CLAY O'NEIL	EUSEBIO CHIROCIA
3. ANNUNCIATION HOUSE	1003 E. SAN ANTONIO,79901	(915) 545-4509	RUBEN GARCIA	ANN NAFFZIER
4. ANTHONY HOUSING AUTHORITY	P.O. BOX 1740,79821	(915) 886-5806/886-2294	MARCIA BARAZZA	VICKEY PANDO
5. AREA NETWORK/DISABILITIES & AGING	7015 ALAMEDA,79915	(915) 778-3375	JUDY WINDLER	LYNN SHELTON
6. CASA BLANCA THERAPEUTIC COMMUNITIES	917 N. OCHOA,79902	(915) 532-4461/532-5361	RICHARD CUELLAR	RAMON I. MONTANEZ
7. CATHOLIC CHARITIES	1013 E. SAN ANTONIO,79901	(915) 532-9532	MARIAN KLUESNER	
8. CATHOLIC COUNSELING SERVICES	499 ST. MATTHEWS,79907	(915) 595-5004/595-5095	JOSE CASTRELLON	LORI BUSTAMENTE
9. CENTER FOR ECUMENICAL AID TO TRANSIENTS	817 E. RIO GRANDE,79902	(915) 533-4511	FRANK PORTH	EDVARDO RIVERA
10. CENTRO DE MUJERES DE LA ESPERANZA	108 E. YANDELL,79902	(915) 545-1890	SISTER ANGELINA ABEYTA	
11. CENTRO SAN VICENTE	8061 ALAMEDA,79915	(915) 859-7545/859-9863	JIM PARKER	
12. CHILD CRISIS CENTER	2100 N. STEVENS,79930	(915) 562-7955/562-2524	STEPHANIE DODSON	JOHN KILKENNY
13. CHILD GUIDANCE	2701 E. YANDELL, 79903	(915) 562-1999	SUE JACOBSON	
14. CHRISTIAN HOMES	7365 ALAMEDA,79915	(915) 778-1810	THOMAS P. GOSS	GARY CALDWELL
15. CONGRESSMAN RONALD COLEMAN OFF.	700 E. SAN ANTONIO,79901	(915) 534-6300/532-2087	LUIS MATA	LORENA OLIVAS
16. DAVID L. CARRASCO JOB CORPS	11155 GATEWAY WEST,79935	(915) 594-0023/591-0166	RAUL CADENA	
17. DISABLED ABILITY RESOURCE (DARE)	8929 VISCOUNT#101, 79925	(915) 591-0800	CARRI GEORGE	KAREN BUNNY
18. DISTRICT ATTORNEY'S OFFICE	500 E. SAN ANTONIO, SUITE 201,79901	(915) 546-2059X23404	M. LYNN SALAS	
19. EL PASO CENTER FOR CHILDREN	3700 ALTURA BLVD.,79930	(915) 565-8361/565-0621	RANDY RIOUX	
20. EL PASO CITY/COMMUNITY DEVELOPMENT	#2 CIVIC CTR.PLAZA,#9,79901	(915)541-4091/541-4370	ANDREW HAIR	
21. EL PASO CITY/COUNTY HEALTH DISTRICT	1148 AIRWAY,79925	(915) 771-5701OR2/771-5745	MARIO HERNANDEZ	
22. EL PASO COMMUNITY COLLEGE	9570 GATEWAY BLVD. N/TM/#54,79924	(915) 757-5073	VICKEY DI BENEDETTO	LYNN SLATER
23. EL PASO COUNTY DRUG & ALCOHOL	1014 N. STANTON, 4 SOUTH,79902	(915) 533-5004/533-1385	J.L. SALAZAR	
24. EL PASO COUNTY GENERAL ASSISTANCE	528 E. OVERLAND, #B,79901	(915) 532-8830/546-8136	TONY HATERA	MARSHA FONSECA
25. EL PASO GREATER S.E.R.	3707 ADMIRAL,79925	(915) 595-1200/595-1286	ART MORENO	NICK LARA
26. EL PASO INDEPENDENT SCHOOL DISTRICT	6531 BOEING,79925	(915) 779-4016	JOE ANDERSON	
27. EL PASO INTERFAITH COMMUNITY DEV.	7500 VISCOUNT #170,79925	(915) 771-6298		ARLAN LARSON
28. EL PASO POLICE DEPARTMENT	911 N. RAYNOR, 79903	(915) 564-7350	SGT. BRUCE MANVELL	RUDY TABBUTT
29. EL PASO SENIOR OPPORTUNITIES	600 CHELSEA,79903	(915) 778-3379	AMY CASTILLO	
30. EL PASO SHELTER FOR BATTERED WOMEN	P.O. BOX 26219,79926	(915) 593-1000/593-0012	ISABEL HERNANDEZ	CECI MURILLO
31. EL PASO STATE CENTER	6700 DELTA,79905	(915) 779-0800/779-2287	JOYCE WITULSKI	
32. EL PASO VET CENTER	6500 BOEING #L-12,79925	(915) 772-0013	CARLOS RIVERA	HUMBERTO ALEMAN
33. GUADALUPE ECONOMIC SERVICES CORP	109 N. OREGON, #1117,79901	(915) 577-0183/577-0187		
34. HACIENDA PALMAS	7011 ALAMEDA,79915	(915) 772-2754	ROBERT SALINAS	
35. HOUSING AUTHORITY OF EL PASO	1600 MONTANA,79902	(915) 532-5670/533-3955	SOFIA MORENO	DAVID MARQUEZ
36. LA FAMILA, INC.	1511 E. YANDELL,79902	(915) 532-9434/532-4820MEMBER LINE	MARY ALICE DROLTE	
37. LA FE CLINIC	700 S. OCHOA,79901	(915) 545-4350/545-2564	SALVADOR BALCORTA	
38. LA POSADA HOMES	248 FRANCIS ST.,79905	(915) 544-4595	BERNADETTE HALBUR	J. LA COURSIERE
39. LIFE MANAGEMENT CENTER/MHMR	8929 VISCOUNT,79925	(915) 593-5085/590-6366	JON GORDON	MELVA CARRILLO
40. MISSIONARY CORPS.	1718 E. RIO GRANDE,79902	(915) 544-2314	JAMES HUNT	
41. MISSOURI STREET TENANT'S ASSOC.	526 W. MISSOURI,79901	(915) 533-1761	KAREN ANDERSON	ALAN WOTTON
42. NEW AVENUES OF HOPE	2111 WYOMING,79903	(915) 544-7773/544-7784	RICHARD BARAZZA	
43. PRIVATE INDUSTRY COUNCIL	1155 WESTMORELAND,79925	(915) 772-5627/779-8366	NORMAN HALEY	MYRNA BLANCO
44. PROJECT BRAVO	1500 MONTANA,79902	(915) 544-4406	JOE AGUILAR	DANNY LARA
45. PROJECT COMMUNIDAD CAPEA	1700 E. YANDELL,79902	(915) 532-1426	NORMA CHAVEZ	

ED: JUNE 27, 1995

'Y	ADDRESS	TELEPHONE/FAX	CONTACT 1	CONTACT 2
OVIDENCE MEMORIAL HOSPITAL	2001 N. OREGON,79902	(915) 577-6011	IRMA GONZALES	
ION XIX	6501 BOEING #1,79925	(915) 778-5612/775-6537		
SCUE MISSION	1949 PAISANO,79922	(915) 532-2373/532-2762	TERRY BELL	
YNOLD'S HOUSE	8023 SAN JOSE RD.,79915	(915) 598-7382	DORTHY TRAUX	
LVATION ARMY	4300 E. PAISANO,79905	(915) 544-9811/544-7469	DANIEL BIRKS	JAVIER LOYA
AEFFER HALFWAY HOUSE	8716 INDEPENDENCE,79907	(915) 858-2941/858-8796	MYRNA PAYAN	
I FRONTERAS	514 S. KANSAS,79901	(915) 532-0921/532-0924	CARLOS MARENTES	
CIAL SECURITY ADMINISTRATION	1414 GERONIMO,79925	(915) 540-7769/5407601	ALEX ARCE	
XAS DEPARTMENT OF HUMAN SERVICES	1200 GOLDEN KEY, 4TH,79925	(915) 599-3600/599-3709	WALTER DEINES	
XAS DEPT. PROTECTIVE/REGULATORY	119 N. STANTON,	(915) 521-3736	ROBERTO AVALOS, JR.	SYLVIA ELIXAVIDE RETAMAL
XAS EMPLOYMENT COMMISSION	3019 MOREHEAD AVE. 79930	(915) 544-8170	SALLY DURAN	GLORIA MARMOLEJO
XAS RURAL LEGAL AID, INC.	109 N. OREGON#701,79901	(915) 544-4421/533-4108	MARTIN SANCHEZ	
OMASON HOSPITAL	4815 ALAMEDA,79905	(915) 544-1200/521-7612	SOLEDAD CAVAZOS	
NITY PRESBYTERIAN CHURCH	8001 MAGNETIC DR. 79904	(915) 755-8206	FRED MORRISON	
/P NON PROFIT CORPORATION	8023 SAN JOSE RD.,79915	(915) 594-8166	KAREN KELLY	
EP (DEPARTMENT OF SOCIAL WORK)	UTEP,79968 0510	(915) 747-5095	ELLEN RYAN	LOIS BATES
NITARIAN UNIVERSALIST COMM. OF EP	4425 BYRON, 79903	(915) 562-4001 OR 757-3521	ANNA R. MATTERSDORFF	
NIVERSITY PRESBYTERIAN CHURCH	244 N. RESLER,79912	(915) 584-5822	GORDON BOWIE	
ETERANS ADMINISTRATION	4919 BROOK HOLLOW DR.,79924	(915) 540-7910	BRENDA JAMES	SILVIA VELA
ETERANS TRANSITIONAL LIVING CENTER	P.O. BOX 640993, 79904	(915) 759-8229/755-1624	CHUCK WESSEL	
CTORY INNER-CITY MINISTRIES	7746 HACIENDA, 79915	(915)599-2663 OR 858-0755	GARY DEPUY	RITA GONZALES
ESTERN HILLS UNITED METHODIST CHURCH	524 THUNDERBIRD DR.	(915) 584-8304	LOIS EVANS	ROBERT EVANS
ORLD CHALLENGE S.W.	502 N. OREGON,79901	(915)544-9288	TIM GAMWELL	
OUNG MEN'S CHRISTIAN ASSOCIATION	701 MONTANA,79901	(915) 533-3941EXT 72,544-8729	CARLOS BIANCO	
SLETA ADULT LEARNING CENTER (YISD)	C/O 9600 SIMS, 79925	(915) 858-2542	JANE BURNS	
WCA	1600 N. BROWN,79902	(915) 533-7528	MERRIL MEYER	BARBARA ALSPHAUGH

EN MEMBERS				
MES DABOSS	6044 GATEWAY BLVD. E. #901,79905	(915) 778-4422		
EVE JUEN	2005 IVANSMITH WAY,79936	(915) 855-1181	PAM JUEN	
EVEN EGGER	3336 WEXFORD,79925	(915) 595-5043		
LO BUCHMUELLER	5817 VIA CUESTA,79912	(915) 581-5121		
ENE NEWLON		(915) 778-5208		
EBECCA M. OCHOA	7913 EDGEMERE BLVD.,79925	(915) 772-7647		
ICHAEL BRAY FUTURE CO., REALTORS	10500 MONTWOOD, 79935	(915) 593-6500		
AMMY DOUGHERTY		(915) 751-3966		

EMBERS TOTAL

ONG MEMBERS

PARKS HOUSING DEVEL. CORP.	250 HOLY CROSS,79927			

BEST COPY AVAILABLE

ATTACHMENT E

List of Agencies Visited for Recruitment

Salvation Army - Transitional Living Center
YWCA - Transitional Living Center
Missouri Street Residence - Single Room Occupancy
La Posada Home
El Paso Shelter for Battered Women
Christian Home
Greentree
The Well
Centro de los Trabajadores Agricolas
Casa Blanca
Annunciation House
Victory Inner City Ministries

ATTACHMENT F

For Reference - List of Major EPCC Offices

QUICK HELP SHEET 1994-1995

IMPORTANT NUMBERS TO REMEMBER....

	RIO GRANDE	TRANSMOUNTAIN	VALLE VERDE	NORTHWEST CENTER
Admissions	534-4035	757-5030	594-2150	877-4830
Bookstore	534-4015	757-5066	594-2529	
Career Center	534-4034	757-5111	594-2417	877-4847
Counseling	534-4035	757-5030	594-2642	877-4860
Financial Aid	534-4195	757-5112	594-2561	877-4855
Job Placement	534-4033	757-5033	594-2636	
Library	534-4018	757-5092	594-2645	877-4840
New Student Intake	534-4174	757-5071	594-2401	877-4846
Recruitment			594-2575	
Registrar	534-4035	757-5030	594-2300	877-4830
Student Activities	534-4041	757-5034	594-2290	877-4830
Testing	534-4050	757-5093	594-2657	877-4870

ACADEMIC PROGRAMS

Rio Grande Campus

Communications, Developmental Studies	534-3436
Health	534-4024

Transmountain Campus

Arts & Sciences	757-5136
Occupational Education	757-5062
Communications, Developmental Studies & English	757-5102

Valle Verde Campus

Business & Computer-Based Occupations	594-2101
Health, Public Service/Applied Arts	594-2299
Language Development & Communication	594-2612
Humanities & English	594-2600
Math & Science	594-2593
Social Science	594-2596

Northwest Center

Material Handling/Warehouse Operations	877-4820
Pharmacology/Pharmacy Technology	877-4836
Literacy Education Action Program & Career Training Center	877-4847

DEGREE PROGRAMS FOR 1994-1995

Associate of Applied Science

Accounting
Automotive Technology
Child Development-Infants, Toddlers & Preschoolers
Child Development-Management Option
Child Development-School Age
Commercial Art
Computer Information Systems-Computer Programming
Computer Information Systems-Microcomputer Applications
Court and Conference Reporting
Criminal Justice-Corrections Option
Criminal Justice-Law Enforcement Option
Dental Assisting
Dental Hygiene
Dietetic Technology
Drafting & Design Technology (Tech Prep)
Electronics Technology
Electronics Technology-Advanced Computer Electronics
Electronics Technology-Industrial Electronics
Fashion Technology-Fashion Design
Fashion Technology-Illustration
Fashion Technology-Merchandising
Fire Technology-Firefighter
Fire Technology-Fire Management
General Business
Hazardous Materials Technology
Heating, Ventilation & Air Conditioning
Hotel/Motel Administration
Human Services-Aging
Human Services-Mental Health/Mental Retardation
Human Services-Substance Abuse
Human Services-Youth Services
Information Processing
Interior Design Technology
International Trade & Business
Legal Assistant
Management
Media Production Technology
Medical Assisting Technology
Medical Laboratory Technology
Medical Records Technology
Nursing
Occupational Safety & Health Technology
Office Administration
Ophthalmic Technology
Physical Therapist Assistant
Radiation Therapy Technology
Radiologic Technology
Real Estate
Respiratory Care Technology
Restaurant & Food Service Technology
Sign Language/Interpreter Preparation
Surgical Technology
Travel & Tourism

Associate of Arts

Art
Business Administration
Drama
English
English-Women's Studies
Exercise & Sports Science
Foreign Language
General Studies
History
Liberal Arts
Mass Communication-Advertising/Public Relations
Mass Communication-Broadcasting
Mass Communication-Journalism
Music
Psychology
Psychology-Women's Studies
Social Sciences
Social Sciences-Border Studies
Social Sciences-Chicano Studies
Social Sciences-Political Science
Social Sciences-Sociology
Speech Communication
Teacher Preparation-Elementary
Teacher Preparation-Secondary

Associate of Science

Architecture
Biological Sciences
Biological Sciences-Pre-Dentistry
Biological Sciences-Pre-Medicine
Biological Sciences-Pre-Pharmacy
Biological Sciences-Pre-Veterinary
Chemistry
Communication Disorders Science
Pre-Engineering
Geology
Health Occupations
Industrial Arts
Mathematics
Pre-Nursing
Physics
Professional Communication

Certificate of Completion

Accounting
Art-Fine Arts-2 Dimensional Studio Art
Art-Fine Arts-3 Dimensional Studio Art
Automotive Technology-Driveability Tech
Child Development-Associate Credential
Child Development-Day Care Administration
Computer Information Systems-Computer Operations
Computer Information Systems-Data Entry
Computer Information Systems-Microcomputer Applications
Drafting & Design-Advanced Skills Mastery
Electronics Technology-Computer Electronics
Electronics Technology-Electronics
Emergency Medical Technology/Paramedic
Fashion Technology-Fashion Buying
General Business
Heating, Ventilation & Air Conditioning
Heating, Ventilation & Air Conditioning-Intelligent Buildings
Information Processing
Interior Design
International Trade & Business
Legal Assistant
Media Production Technology-Photography
Nuclear Medicine Technology
Vocational Nursing
Office Administration
Ophthalmic Technology-Dispensing Optician
Pharmacy Technology
Restaurant & Food Service Management-Culinary Arts
Sign Language/Interpreter Prep-American Sign Language
Sign Language/Interpreter Preparation
Travel Counselor/Airline Reservationist
(Diagnostic)Ultrasound Technology
Welding Technology

Compliments of:
Office of Recruitment & Outreach
El Paso Community College
P.O. Box 20500
El Paso, TX 79998-0500
(915) 594-2575

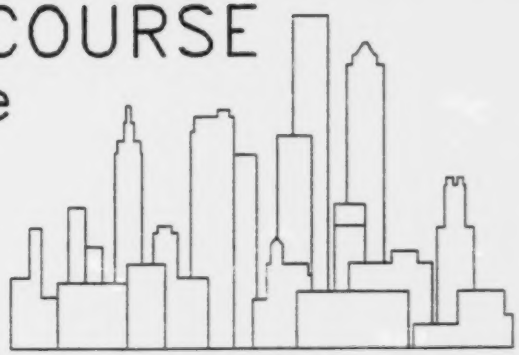
El Paso County Community College District does not discriminate on the basis of race, color, national origin, religion, gender, age or disability.

ATTACHMENT G

Publicity Fliers

BUILDING MAINTENANCE COURSE

Building Your Future

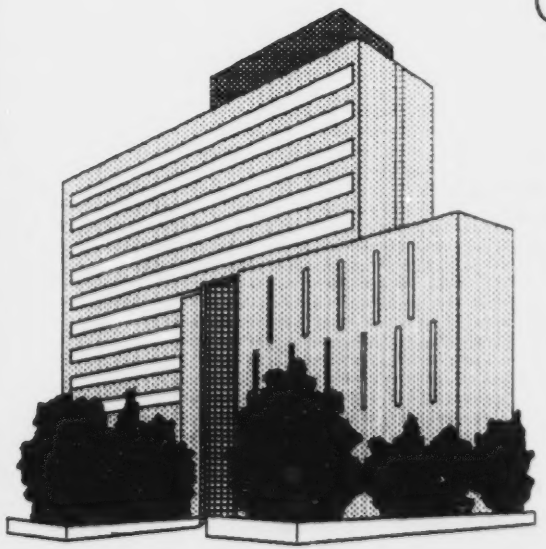


FREE

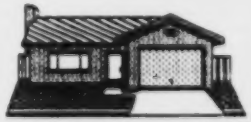
Learn Basic
Plumbing
Heating
Cooling
Painting
and More

Every Tuesday & Thursday
9:00 Am to 2:00 PM
Starts March 14, 1995
Graduation: May 18, 1995

Job Search Assistance
Vocational Basic Skills



Please Contact: Cristina Camacho
Occupational Opportunity Center for the Homeless
1208 Myrtle 577-0069



El Paso Community College

FREE **Introduction to** FREE

Food Bank Operations

FREE FREE

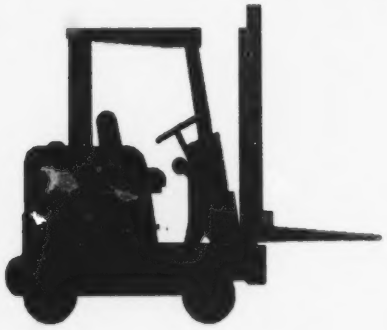
FREE

Ordering and Distribution

Billing & Inventory Contro

Monday, Wednesday & Friday
8:30 to 11:30 AM
March 6 thru March 27, 1995

Recieving, Warehousing & Delivery



Special Storage Requirements

Please Contact: Christina Camacho
Occupational Opportunity Center for the Homeless
1208 Myrtle 577-0069

FREE

EL PASO COMMUNITY COLLEGE

CULINARY ARTS/FOOD PREPARATION CLASS

WHERE: SALVATION ARMY

STARTS: MAY 9th(TUESDAY)
ENDS: JUNE 12th(MONDAY)

DAYS: MONDAY THRU FRIDAY

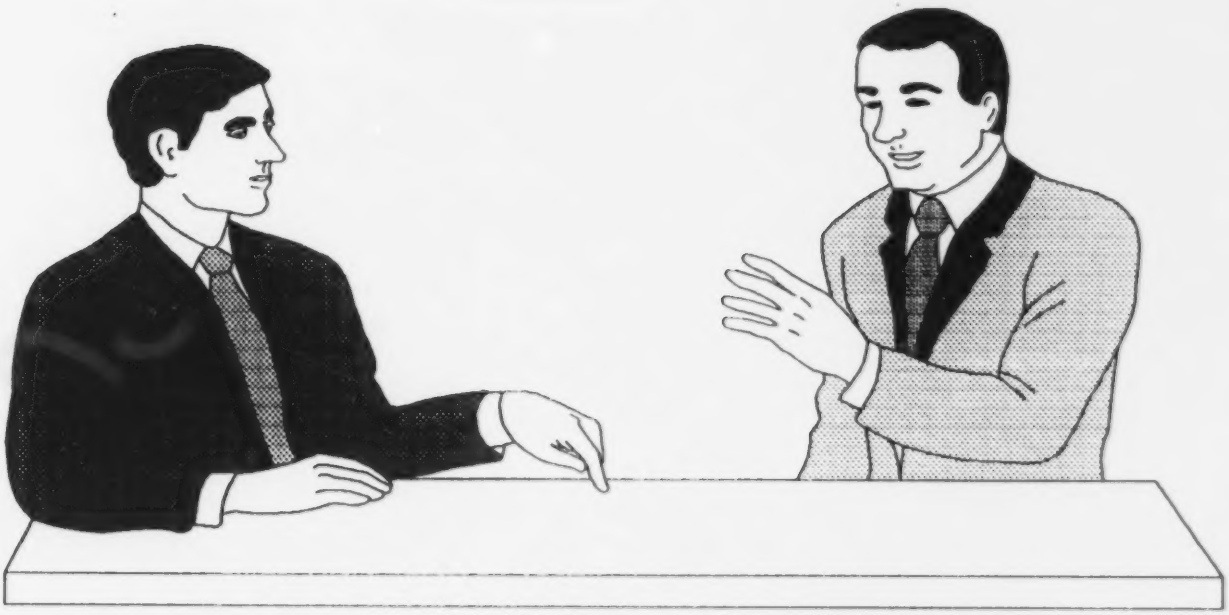
TIME: 4:30 P.M. to 8:30 P.M.

CONTACT CHRISTINA AT THE OPPORTUNITY CENTER FOR THE HOMELESS
577-0069

Job Search Assistance Course

Learn What, How, & Where to Apply for Your Next Job

with Terry Dow



11:45 AM to 3:45 PM
March 17,20,22, & 24, 1995

Please Contact: Christina Camacho
Occupational Opportunity Center for the Homeless
1208 Myrtle 63 577-0069

BUILDING MAINTENANCE
BUILDING YOUR FUTURE

ORIENTATION &
REGISTRATION
Tue, Jan 3,1995
9:30 a.m.

El Paso Community College presents a
Building Maintenance Course
Start Date: Wed, Jan 4,1995
Mon/Wed/Fri 9:00 a.m. – 2:30 p.m.
Graduation: 1 March, 1995

Learn basic Plumbing, Painting, Coolers &
Heaters and much, much more.....
Job search assistance and free
vocational basic skills

FOR MORE INFORMATION CALL
TERRY OR PAULINE
577-0069
Opportunity Center for the Homeless
1208 Myrtle, El Paso, Texas 79901

ATTACHMENT H

Content of Lifeskills Curriculum

A Curriculum for

CREATING OPPORTUNITIES

for the Homeless

A Lifeskills Curriculum
for
Adult Learners

This curriculum was developed by Barbara Baird at the El Paso Community College, as a part of a program funded by the Texas Education Agency, Adult and Continuing Education Division. It was revised for the Quick Start Training Program serving homeless adults funded at El Paso Community College by the Texas Higher Education Coordinating Board, Community and Technical Colleges Division.

Some suggested activities and readings are sources within the original authors hold all copyrights to these documents. Copyright for the overall curriculum model, including original lesson plans, teacher direction and instructional guide materials, is reserved. This curriculum is intended for use in non-profit, educational programs.

For more information, contact:

Barbara J. Baird, Project Director
Literacy and Workforce Development Programs
El Paso Community College
P.O. Box 20500
El Paso, TX 79998
(915) 542-2700
(915) 542-2758 FAX
barbarab@laguna.epcc.edu

BEST COPY AVAILABLE

OVERVIEW

A CURRICULUM FOR
CREATING OPPORTUNITIES
FOR THE HOMELESS

Providing shelter, food, and money are certainly critical functions of many community service agencies; however, there is an increasing realization among service providers that breaking the cycle of homelessness for many persons will require lifeskill education. This curriculum combines teaching reading, writing, speaking, and numeracy skills with instruction in lifeskills which are prerequisite to economic self-sufficiency. The lessons promote independence and long-term self-sufficiency by encouraging participants to recognize their own strengths and develop plans to achieve financial independence.

Lesson 1 - Getting Acquainted: Students will become acquainted by completing a Profile Questionnaire. Topics will include composing a class creed, discussing the "school of life", and establishing procedures for journal entries and personal dictionaries.

Lesson 2 - Self-Concept: This lesson encourages the students to examine themselves in relation to their self-concepts. The students will identify physical and personal qualities, and sources of pride they can focus on to enhance stronger self-concepts.

Lesson 3 - Values: From the White House to the local grocery store, the notion of values is a topic of discussion. Activities requiring the students to articulate opinions and make decisions according to their values are provided in this lesson.

Lesson 4 - Decision Making: This lesson provides a list of steps for making decisions which can be used in a variety of situations. Topics include identifying various decision making strategies and opportunities for applying them.

Lesson 5 - Personal Inventory: In this lesson, the students play an active role in developing assessment procedures using student portfolios to document their progress in reading, writing, computation, problem solving, speaking, and listening skills, and changes in their perceptions of themselves as learners.

Lesson 6 - Everyone Is A Teacher and A Learner: Whether a person is identified as a teacher or a student, we all learn from one another. This lesson provides students with opportunities to identify their personal learning styles and write contracts for studying at home. Strategies for decoding unfamiliar words are also discussed.

Lesson 7 - Autobiographical Sketch: In this lesson students draft life lines identifying the significant events that have occurred in their lives. Activities include writing about "perfect days" and reading about "risks".

Lesson 8 - Goal Setting: The students extend their life lines into the future to identify goals they hope to realize and specify the steps and dates needed for accomplishing them.

BEST COPY AVAILABLE

Lesson 9 - Career Self-Evaluation: The students will explore strategies for career planning. Topics will include occupational physical settings, relationships at work, psychological rewards of working, mixing career and family, and financial rewards.
Lesson 10 - Career Values, Skills, and Abilities: The students will identify their personal work values, skills, and abilities and will complete a self-evaluation worksheet.

Lesson 11 - A World of Career Choices: The students will study the average salaries from several occupations and place the salaries on a bar graph. Topics will include traditional and non-traditional jobs for men and women.

Lesson 12 - Job Information Sources: The students will identify various sources for obtaining information on educational services and job training and will complete a career planning guide.

Lesson 13 - Job Applications: The students will complete a job application and will discuss the process of selecting people to list as references on the applications.

Lesson 14 - Resume Writing: The students will review sample resumes and write personal resumes identifying their skills and experiences for employment purposes.

Lesson 15 - Cover Letters: The students will review sample cover letters and will write cover letters to accompany their resumes.

Lesson 16 - Job Interviews: The students will read about and practice appropriate job interview techniques.

Lesson 17 - Succeeding On The Job: The students will discuss strategies for being effective and productive workers. Topics will include good work habits and interpersonal skills.

Lesson 18 - Benefits and Paychecks: The students will be able to calculate common deductions subtracted from earnings and interpret an earnings statement. Topics will include taxes, take-home pay, and benefit options.

Lesson 19 - The Cost of Living: The students will describe fixed, flexible, and savings expenses and write budgets for their families.

Lesson 20 - Forms Of Payment: The students will demonstrate proper procedures for writing checks, reading bank statements, and balancing a checking account. They will identify banking services and explain the advantages and disadvantages to using checks, money orders, and cash as modes of payment. An End of Unit Student Evaluation is also attached.

BEST COPY AVAILABLE

ATTACHMENT I

Listing of Potential Employers

Listing of Potential Employers for Quick Start Students

There is a list of thirty potential employers on file which the Employment Counselor has contacted. These employers have made jobs available to our clients. The following is a partial listing:

Bethany Church
Final Finish
Heinz Pet Products
Jacquez Produce
Lalil Bottling
Leo's Restaurant
Monarch Building Services
Media Groups
Payless Restaurant Supply
Providence Hospital
Taco Bell
White Acres Good Samaritan Retirement Village
Molly Maid
Stone Container
The Stage Coach
Phelps-Dodge
Magnolia Coca Cola
Hoover
Johnson & Johnson
Tony Lama
Rudy Miles Custom Brokers

ATTACHMENT J

Job Skills Inventory

How to Make Your Job Search Quick

It's not easy finding a job. But research has proven that by using the right methods, most people can reduce the time it takes to find one. They also tend to earn a little more and be a little more satisfied with the jobs they find. So can you.

This book is designed to cover the basics of looking for work. The topics it covers are based on sound research and many years of experience. It covers the job search techniques that work best and reduce the time it takes to get a job.

There is, of course, much more you can learn about looking for a job. There are many books on the subject, and some are better than others. Other books by the author are listed at the front of the book.

But don't just read about looking for a job. The best way to get a job is to go out there and get interviews! And the best way to get interviews is to make a job out of getting a job. That's what this book will help you do.

Here are the six basic steps of a quick and successful job search:

1. Know your skills.
2. Have a clear job objective.
3. Know where and how to look.
4. Spend at least 25 hours a week looking.
5. Get two interviews a day.
6. Follow up on all contacts.

Know Your Skills

One survey of employers found that 90 percent of the people they interviewed could not explain their skills. They could not answer the question "Why should I hire you?"

Knowing what you are good at is very important in interviewing. It also helps you decide what type of job you will enjoy and do well. Most people think of "skills" as job related skills. A secretary, for example needs to type. But everyone has other skills that are very important to success on a job. The two most important are self-management and transferable skills.

Self-Management Skills

Write down three things about yourself that you think make you a good worker.

1. _____
2. _____
3. _____

The things you wrote down may be the most important things for an employer to know about you! They have to do with your basic personality, your ability to manage yourself in a new environment. They are some of the most important things to bring up in an interview.

Review the following list and put a checkmark beside any skills you have. After you are done with the list, circle five skills you feel are most important. The first group, Key Skills, are ones that employers find particularly important. If one or more of the Key Skills apply to you, mentioning them in an interview can help you greatly.

Habilidades

Habilidades Fundamentales

___ acepta la supervisión
___ es sincero
___ buena asistencia
___ es trabajador
___ es cumplido
___ se lleva bien con sus compañeros
___ es productivo
___ es puntual

Otras Habilidades

___ es ambicioso
___ es metódico
___ es alegre
___ naturalidad
___ es concienzudo
___ originalidad
___ confiable
___ fortaleza física
___ eficiencia
___ confiabilidad
___ expresividad
___ confianza en sí mismo
___ es amigable
___ resuelve problemas
___ humildad
___ tacto
___ habilidoso
___ digno de confianza
___ intuitivo
___ se enorgullece de su trabajo
___ madurez
___ es capaz
___ motivación
___ termina asignaciones
___ optimismo
___ creatividad
___ persistencia
___ es afanoso
___ leal
___ entusiasmo
___ responsabilidad
___ es formal
___ sinceridad
___ servicial
___ constancia
___ independencia
___ ahorrativo
___ inteligente
___ bien organizado
___ es asertivo
___ modestia
___ competencia
___ mentalidad abierta
___ es capaz de coordinar
___ paciencia
___ discreción
___ practica nuevas habilidades
___ con mucha energía
___ con muchos recursos
___ flexibilidad
___ sentido del humor
___ afabilidad
___ espontaneidad
___ imaginativo
___ tenacidad
___ informal
___ versatilidad
___ aprende con rapidez

Otras habilidades similares que usted tenga:

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

■ *Nota:* Algunas personas encuentran útil completar la sección llamada "Información Esencial para la Búsqueda de Empleo" en la página 31. Aquéllos de ustedes que tengan experiencia laboral podrían encontrar útil el uso de esa sección para enumerar sus habilidades y logros en empleos previos y otras experiencias. Entonces tendrán una mejor idea de qué habilidades querrían usar en su próximo empleo.

Skills

Key Skills

___ accept supervision
___ honest
___ good attendance
___ hard worker
___ get things done on time
___ get along with co-workers
___ productive
___ punctual

Other Skills

___ ambitious
___ methodical
___ cheerful
___ natural
___ conscientious
___ original
___ dependable
___ physically strong
___ efficient
___ reliable
___ expressive
___ self-confident
___ friendly
___ solve problems
___ humble
___ tactful
___ industrious
___ trustworthy
___ intuitive
___ take pride in work
___ mature
___ capable
___ motivated
___ completes assignments
___ optimistic
___ creative
___ persistent
___ eager
___ loyal
___ enthusiastic
___ responsible
___ formal
___ sincere
___ helpful
___ steady
___ independent
___ thrifty
___ intelligent
___ well organized
___ assertive
___ modest
___ competent
___ open minded
___ able to coordinate
___ patient
___ discreet
___ practice new skills
___ energetic
___ resourceful
___ flexible
___ sense of humor
___ good natured
___ spontaneous
___ imaginative
___ tenacious
___ informal
___ versatile
___ learn quickly

Other similar skills you have:

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

■ *Note:* Some people find it helpful to complete the section called "Essential Job Search Data" on page 32. Those of you with work experience may find it helpful to use that section to list your skills and accomplishments from previous jobs and other life experiences. Then you will have a better idea what skills you have that you may want to use on your next job.

Habilidades Transferibles

Éstas son habilidades que usted puede transferir de un empleo o carrera a otro. Algunas son más importantes en un empleo que en otro. Su éxito requiere que usted encuentre un empleo que necesite las cualidades que usted posee.

Marque en la siguiente lista las habilidades que tenga. Probablemente las haya usado en un empleo previo o en alguna situación no laboral. Cuando termine, marque con un círculo las cinco habilidades que usted crea que son las más importantes para su nuevo empleo.

Habilidades Fundamentales

___ instrucciones a otros
___ organizar/administrar
___ cumplir con plazos
___ negociar
___ administrar personas
___ habilidades de redacción
___ administrar dinero, presupuesto
___ oratoria
___ atender al público

Trabajo con Objetos

___armar objetos
___construir cosas
___manejar, operar vehículos
___observar/inspeccionar
___levantar/reparar edificios
___usar equipo complejo
___manejar herramientas, máquinas
___reparar objetos
___bueno con las manos

Trabajo con Información

___ analizar información
___ investigar
___ calcular/computar
___ administrar dinero
___ comparar
___ investigar
___ orientado a los detalles
___ evaluar
___ presupuestar
___ ubicar respuestas, información
___ clasificar objetos
___ registrar hechos
___ contar
___ hacer inventarios
___ intervención de cuentas
___ mantener archivos financieros
___ verificar exactitud
___ observar/inspeccionar
___ compilar
___ sintetizar

Trabajo con Personas

___ aconsejar
___ perceptividad
___ hacer frente a otros
___ sensibilidad
___ diplomático
___ considerado
___ entrevistar a personas
___ tenaz
___ negociar
___ paciencia
___ atender
___ agradable
___ demostrar
___ supervisar
___ instrucción
___ tolerante
___ escuchar
___ comprender
___ administrar
___ persuadir
___ aconsejar a personas
___ sociable
___ ayudar a otros
___ enseñanza
___ amable
___ confiar
___ extrovertido

Transferable Skills

These are skills you can transfer from one job or career to another. Some are more important in one job than another. Your success requires you to find a job that needs the skills you have.

Put a check beside the skills in the following list that you have. You may have used them in a previous job or in some non-work setting. When done, circle the five skills you feel are most important to use in your next job.

Key Skills

___ instructing others
___ organizing/managing projects
___ meeting deadlines
___ negotiating
___ managing people
___ written communication skills
___ managing money, budget
___ public speaking
___ meeting the public

Working with Things

___assemble things
___operating tools, machines
___drive, operate vehicles
___observe/inspect
___construct/repair building
___use complex equipment
___build things
___repair things
___good with hands

Working with Data

___ analyze data
___ investigate
___ calculate/compute
___ manage money
___ compare
___ research
___ detail oriented
___ evaluate
___ budgeting
___ locate answers, information
___ classify things
___ record facts
___ count
___ take inventory
___ audit records
___ keep financial records
___ check for accuracy
___ observe/inspect
___ compile
___ synthesize

Working with People

___ advise
___ perceptive
___ confront others
___ sensitive
___ diplomatic
___ tactful
___ interview people
___ tough
___ negotiate
___ patient
___ care for
___ pleasant
___ demonstrate
___ supervise
___ instruct
___ tolerant
___ listen
___ understanding
___ administer
___ persuade
___ counsel people
___ sociable
___ help others
___ teaching
___ kind
___ trusting
___ outgoing

Working with Words, Ideas

___ articulate
___ library research
___ create new ideas
___ remembering information
___ ingenious
___ inventive
___ correspond with others
___ public speaking
___ edit
___ communicate verbally
___ logical
___ design
___ write clearly

Leadership

___ arrange social functions
___ motivate people
___ delegate
___ results oriented
___ influence others
___ self-confident
___ manage or direct others
___ mediate problems
___ decisive
___ planning
___ explain things to others
___ run meetings
___ make decisions
___ solve problems
___ competitive
___ negotiate agreements
___ direct others
___ risk taker
___ initiate new tasks
___ self-motivate

Creative/Artistic

___ artistic
___ present artistic idea
___ perform, act
___ expressive
___ drawing, art
___ dance, body movement

Other similar skills you have:

_____

_____

_____

_____

_____

Job Content Skills

These are the skills you need to do a particular job. A carpenter, for example, needs to know how to use various tools and be familiar with a variety of tasks related to that job. Use the space below to list the special job content skills you have from previous jobs, hobbies, training or other life experiences. Use separate sheets for each group of related job content skills as needed.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____

ATTACHMENT K

Job Search Book and Table of Contents

La Búsqueda Rápida de Trabajo

SPANISH

ENGLISH

Probadas Tecnicas para Encontrar Trabajo en Menos Tiempo

Cientos de miles de personas encontraron trabajos mucho mas rapido usando las tecnicas de este libro.
Y ud. tambien puede!

- Identifique sus habilidades claves
- Defina su trabajo "ideal"
- Organize su tiempo en busqueda de trabajo
- Obtenga mas entrevistas
- Responda a preguntas dificiles en la entrevista
- Escriba un "resume" ganador
- Encuentre un mejor trabajo en menos tiempo

The Quick Job Search

Proven Techniques for Finding a Job in Less Time

BEST COPY AVAILABLE

J. Michael Farr

JIST

La Búsqueda Rápida de Trabajo

Como Buscar Empleo Con Rapidez 1
Los Seis Pasos Básicos en la Búsqueda de Empleo

Conozca Sus Habilidades 1
Habilidades de Auto-Administración
Habilidades Transferibles
Habilidades Requeridas Para el Empleo

Tenga un Claro Objetivo de Empleo 9
Cuestionario Sobre Objetivos de Empleo
Su Empleo Ideal

Sepa Donde y Como Buscar 13
Métodos Tradicionales de Búsqueda de Empleo
Métodos Informales de Búsqueda de Empleo
Desarrolle una Cadena de Contactos
Establezca Contacto Directamente con los Empleadores
Donde Están los Empleos
Tarjetas JIST
Contactos por Teléfono

Dedique por lo Menos 25 Horas Semanales 23
Ejemplo de Horario Semanal
Ejemplo de Horario Diario

Consiga dos Entrevistas Diarias 25
Como Responder en una Entrevista
Fórmula de Tres Pasos Para Respuestas
Reglas de Vestimenta y Arreglo Personal

Seguimiento de Todos los Contactos 27
Notas de Agradecimiento
Tarjetas de Búsqueda de Empleo

Información Esencial para la Búsqueda de Empleo 31
Logros Fundamentales
Educación y Capacitación
Trabajos y Antecedentes Como Voluntario
Referencias

Preparación del *Curriculum Vitae* 41
Curriculum Vitae Cronológico Simple
Curriculum Vitae Mejorado
Curriculum Vitae de Habilidades y Combinado

The Quick Job Search

How to Make Your Job Search Quick 2
The Six Basic Job Search Steps

Know Your Skills 2
Self-Management Skills
Transferable Skills
Job Content Skills

Have a Clear Job Objective 10
Job Objective Questionaire
Your Ideal Job

Know Where and How to Look 14
Traditional Job Search Methods
Informal Job Search Methods
Develop a Network of Contacts
Contact Employers Directly
Where the Jobs Are
JIST Cards
Telephone Contacts

Spend At Least 25 Hours a Week 24
Sample Weekly Schedule
Sample Daily Schedule

Get Two Interviews a Day 26
Answering Interview Questions
The Three Step Answer Formula
Dress and Grooming Rule

Follow Up on All Contacts 28
Thank-You Notes
Job Lead Cards

Essential Job Search Data 32
Key Accomplishments
Education and Training
Work and Volunteer History
References

Writing Your Resume 42
Simple Chronological Resume
Improved Chronological Resume
Skills and Combination Resumes

ATTACHMENT M

Quick Start Dailies Forms

ATTACHMENT L

Database Questionnaire

CLIENT PROFILE
Quick Start Education/Employment Program

Client Name _____ Age_____

Have you met with a case worker yet? Yes No Whom_____

Where can we reach you? _____

What is your education? 1-6 7-9 10-12 GED HS Diploma College

Do you speak: English Spanish Both

How will you get to and from work?_____

What kind of job are you looking for?_____

Do you want to work: part-time full-time temporary open

What hous and days do you prefer working? _____

What have you done so far to find work? _____

Have you registered with TEC? Yes No

You must be able to provide proof of authorization to work:

(I-9 Col A ID)_____

(I-9 Col B ID)_____

(I-9 col C ID)_____

Circle general areas of work experience:

Auto Repair Cashiering Clerical/Office Construction Electrical

Field/Farm Food Service Garment/Textile Housekeeping/Janatorial

Inventory Machine Operator Manufacturing Painting Plumbing

Warehousing Welding Yardwork Other: _____

_____ _____ _____

- - - -

QUICK START DAILIES

FILE CODE: _____ DATE: __/__/__ QS CODE: _____ DURATION: _____

CLIENT NAME: _____ COUNSELOR: _____

PRIMARY TOPIC: _____

DETAILS: _____

_____

_____

_____

DAILIES

COUNSELOR: _____ DATE: ___/___/___ CODE: _____ DURATION: _____

CLIENT NAME: _____ DATE OF BIRTH: ____/____/____

DETAILS: _____

_____

_____

_____

_____

COUNSELOR: _____ DATE: ___/___/___ CODE: _____ DURATION: _____

CLIENT NAME: _____ DATE OF BIRTH: ____/____/____

DETAILS: _____

_____

_____

_____

_____

COUNSELOR: _____ DATE: ___/___/___ CODE: _____ DURATION: _____

CLIENT NAME: _____ DATE OF BIRTH: ____/____/____

DETAILS: _____

_____

_____

_____

_____

COUNSELOR: _____ DATE: ___/___/___ CODE: _____ DURATION: _____

CLIENT NAME: _____ DATE OF BIRTH: ____/____/____

DETAILS: _____

_____

_____

_____

_____

1.1	Identify 5 high demand skills, select 3 for courses.		Aug
1.2	Short-term training courses each rotated twice during year.		Sep-Jun
1.3	Identify/contact 3 faculty to create/modify/teach curriculum.		Aug-Jun
1.4	Training schedule developed and published.		Aug
1.5	Clients acquainted with EPCC/Counseling Dept for employment referrals.		Sep-Jun
1.6	Recruit and enroll 10 clients for 1st Quick Start course.		Sep-Jun
1.7	Life skills course developed and offered.		Sep-Jun
1.8	Self-employment/entrepreneurship course developed and offered.		Oct-Jun
2.1	Find openings for 7 of 10 clients successfully completing courses.		Oct-Jun
2.2	Placement services (CLIENT CONTACT) for 75% QS students.	2.2.1 Placed.	Oct-Jun
2.3	Refer 30% of QS students to EPCC Placement Office and/or other agencies.		Oct-Jun
2.4	Skills inventory/resume worksheet used with ALL clients.		Oct-Jun
2.5	Job search workshop developed and offered.		Oct-Jun
2.6	Self-employment opportunities for 5 clients.		Nov-Jun
2.7	Voice mail for 10 students.		Oct-Jun
2.8	Clothing donations for job interviews.		Oct-Jun
2.9	Database/manual system for matching QS clients with job prospects.		Sep-Jun
2.10	Matching clients with job prospects and arranging interviews.		Sep-Jun
2.11	Monthly visits to shelters and work sites to discuss work and job retention issues.		Oct-Jun

3.1	"Dailies" log for weekly analysis.		Jul-Jun
3.2	Monthly staff meetings.		Jul-Jun
3.3	Monitoring system of student progress developed.		Aug
3.4	Program changes as necessary.		Sep-Jun
3.5	Weekly monitoring of each student placed.		Oct-Jun
3.6	Monthly and final evaluation of project.		Jul-Jun
3.7	Monthly report to Advisory Committee.		Jul-Jun

BEST COPY AVAILABLE

ATTACHMENT N

Staff Meeting Minutes

Quick Start Meeting - Minutes - April 10, 1995

Present: Ray Tullius, Project Director
Chuck Koch, Employment coordinator
Robert Critchley, Warehousing Instructor
Lily Tullius, Life Skills Instructor
Christina Camacho, Educational Coordinator

Christina opened the meeting by introducing Chuck Koch as the new Employment Coordinator who will work in the area of Employer Relations. Bob will coordinate the Data Base and will interview potential job applicants. They will work together to increase the job potential for OOC clients.

New classes planned are the Introduction to Food Bank Operations and a continuation of the Basic Building Maintenance. Bob Critchley will teach the Food Bank class and Tomas Flores will replace Robert Yarborough as instructor of the BBM class. Christina will recruit from the following areas: OOC Day Center, Christian Home/Green Tree, Veterans Trasitional House, Victory Outreach, Battered Women's Shelter, La Posada, Salvation Army, Reynolds Home, Y-TLC, SA-TLC, and Missouri Street Residence.

Books have been ordered for the Literacy classes and we are awaiting arrival. Christina will shop at the Valle Verde Bookstore with funds reserved for educational supplies. Barbara Baird is still meeting with Christina and Lily and will have a LIfe Skills Curriculum by the end of May.

Bob discussed the idea of a Data Base and a way to increase the number of prospective employees. He will work with Corina to develop the system for our clients.

Chuck is interested in making contact with employers who will commit themselves to hiring our clients. He has some ideas that he will introduce at the weekly staff meeting.

Christina will work with Salvation Army to host the Culinary Arts class. We are hoping to establish good working relationahip with them and Christina will meet with the staff as soon as possible.

Christina ended with the thought that we will endeavor to help as many willing students as posible to enroll in our Quick Start classes.

Quick Start Meeting - Minutes - May 15, 1995

Present: Ray Tullius, Project Director
Chuck Kock, Employment Coordinator
Robert Critchley, Warehousing Instructor
Lily Tullius, Life Skills Instructor
Christina Camacho, Educational Coordinator

Christina opened the meeting by thanking everyone for their dedicated work to the Opportunity Center and to the Quick Start Program. Many clients are now coming in to the Center on a daily basis and we are endeavoring to enroll them in our classes.

Our relationship with the Community College is flourishing as we have very much cooperation from Mr. Jim Rath who takes care of organizing our curriculums. The curriculum for the Food Bank class (Warehousing) is set and we have recruited some nice students to take advantage of this training. The new Building Maintenance class also has some willing students who will get on the job training by assisting in building projects around the Center while learning a basic skill.

Chuck continues to set up appointments with employers and Bob is working on the Data Base.

Christina continues her outreach efforts and has had satisfying visits to the different area agencies. She will endeavor to continue visitations throughout the year as it promotes communication.

Lily is awaiting the new books for Literacy classes and looks forward to increased enrollment. We have also been given a donation of books and will ask students to help us organize the library.

Christina ended with the thought that we should continue our efforts to publicize our efforts to let other agencies know that we are offering vocational classes to our homeless population.

Quick Start Meeting - Minutes - Tuesday June 13th

Present: Ray Tullius, Project Director
Chuck Koch, Employment Coordinator
Robert Critchley, Warehousing Instructor
Lily Tullius, Life Skills Instructor
Christina Camacho, Educational Coordinator

Christina opened the meeting with the announcement that Molly Boyd of Austin, Texas will visit our Opportunity Center on Friday, June 16th, 1995. Her visit will be in the morning hours and our classes including GED, Literacy, BBM and Warehousing will be in session.

Chuck Koch volunteered to have a two-page proposal summary ready for her which will describe the Retailing classes now in the discussion stages. Bob will explain to MS. Boyd the other course potentials including the Office Practices class which is being developed at the moment. He will also prepare a summary of class outlines and will give an update on employment stats plus outlook.

Christina will inquire about Ms. Boyd's arrival and will contact all concerned persons including OOC staff and Vickie DiBenedetto.

The group then discussed the pending graduation which will take place on June 30th, the last day of the grant program. Christina will organize and will contact all concerned parties. A report will be given at the weekly staff meeting.

Bob announced that the next Job Search Workshop will be held on Monday, June 26th.

Bob and Christina will spend some time the next two weeks with the final quarterly report.

Literacy classes are continuing successfully and Christina will call Barbara Baird to see if her Life Skills Curriculm is ready.

Ray closed the meeting with the thought that this Quick Start Project is very important to this center. We have been successful in giving individuals some training experience in order to help them pull their lives together. We are hoping that our meeting with Ms. Boyd will be successful and that we will be able to convince her that this program is affecting many people in a purely positive way.

ATTACHMENT O

Reports to the Homeless Coalition

QUICK START PROGRAM REPORT - 25 April 1995

During the month of April 1995, The Quick Start Program of the Occupational Opportunity Program for the Homeless enrolled sixteen students for the Introduction to Food Bank Operation class and ten students for the Basic Building Maintenance class. Mr. Bob Critchley is the instructor for the Food Bank Operations class and Mr. Tomas Flores teaches the Basic Building Maintenance class. Students completing these Continuing Education courses in May will receive a Certificate acknowledging their successful participation.

Mr. Rick Webb has been engaged to lead the Culinary Arts class to be scheduled at the Salvation Army sometime in early May. Also, Mr Critchley is developing a Job Search Workshop to incorportate into all present vocational courses and is working with Mr. Chuck Koch to develop a course which will promote entrepreneurship as an employment alternative.

Pauline Moroz is presently submitting a grant application to the Texas Highger Education Coordinating Board for renewal of the Quick Start Program with an additional objective of providing staff training and a mentoring program for other community colleges in Texas who would be interested in developing educational programs for the homeless.

Because of weekly visits to the Salvation Army and with additional newcomers entering the OOC facility all the time, there ahs been an influx of students in the Literacy, Life Skills and GED classes. Much activity is inspiring this educational front and the eductional staff keep their enthusiasm and dedication. with financial aide deadline dates fast approaching (May 1st) for EPCC, an effort is being made to contact potential students.

On the job front: we welcome Mr. Bob Critchley as the new OOC Employment-Job Development Coordinator. His report is as follows:

In order to obtain a composited picture of the needs of the homeless, staffings were conducted among and within the multi-disciplined areas that operate within the center. The on-going assesssment-evaluation process has led to the establishment of a more refined efficient program, enabling the employment-job development program to match job prospects with our homeless clients talents.

Through the ongoing process of conducting interviews, counseling and life skills sessions and employee data base placement service has been established which not only meets the demands of industry in El Paso, but coincides with the work experiences, skills, strengths and current education-life situations of our homeless clients.

From March 24 to April 21: 75 clients were interviewed/counseled of which 64 were entered into our newly established employee data base placement service. Further, in addition this creative and innervated approach enabled 31 additional clients to obtain employment. Thus, since July 1, 1995, 220 homeless clients have been interviewed/counseled: 64 have been placed in the OOC Employee Data Base Placement Service and 94 clients have been placed in employment.

Please contact Christina Camacho or Bob Critchley if you have any questions. Thank you.

QUICK START PROGRAM REPORT - MAY 1995

The Quick Start Program this month graduated ten students from the Introduction to Food Bank Operations course. Bob Critchley, teacher and job developer also provided a job search workshop for these students. The ten students received first hand knowledge in warehousing procedures by working with the El Paso Community Food Bank. Employment opportunities have been open to various students through Bob's efforts.

The Basic Building Maintenance class finished with three students. Mr. Tomas Flores, instructor, gave the class many opportunities to put their new skills into action by working on various projects in the downstairs area of the OOC.

The second warehousing class--Introduction to Food Bank Operations is scheduled to begin Monday, June 5th, 1995 and will finish June 30th. Classes will be held Monday, Wednesday and Friday of each week and will again be under the direction of Mr. Critchley.

Mr. Tomas Flores will again head up the third Basic Building Maintenance class with the new beginning set at Tuesday, June 6th. Classes will run through June 29th.

A graduation ceremony for all students involved in the Quick Start programs of the third and fourth quarters will be held on June 30th.

Mr. John DiCara volunteer teacher for GED students will take a leave of absence this summer. His replacement will be Kenneth Brar, senior student at UTEP majoring in Biological Sciences. We are appreciative of the time and energy Mr. DiCara has so kindly given and we will welcome him back the last week of August. We welcome Mr. Brar and we anticipate that more students will be ready for GED pre-testing. Six students from the present enrollment have commenced their testing process. At a meeting with the new teacher, students voted to increase classroom hours to twelve hours a week as compared to six hours a week.

Students in our two Literacy classes are benefiting from and enjoying new textbooks which were ordered recently. Mrs. Lily Tullius and Mrs. Violeta Romero are faithfully continuing their classes through the summer months with the help of student assistants--Patricia Martinez, Maria Portillo and Alma Garcia.

This Quick Start Program will terminate its present grant project on June 30th, 1995. Ms. Pauline Moroz worked dilligently on a renewal grant proposal and we will be informed of the decision for a future Quick Start project by mid June. The fourth quarterly report and final report will be available by the end of June and will be available to the Homeless Coalition. Detailed statistics will be presented.

Questions about the present project can be directed to Christina Camacho, Education Coordinator.

Report to the Coalition
Employment

May 30, 1995

Placements in employment continue with 21 clients gaining work since the last report. Counseling, job search and resume development remains ongoing. To date 279 client's have been interviewed and 115 have gained employment. Further, 111 clients have been placed in our Employee Data Base. Kindly refer to the referral pool report to the Coalition.

In addition, the Employment Coordinator/Developer is pleased to announce that the Center is about to conduct a office/receptionist course. Said instruction will ensure further employment opportunities to our clients. Further, our recently conducted Introduction to Food Bank Operations resulted in ten graduates. Successfully completing the courses, we are offering another course from June 5 - June 30, 1995.

In an effort to have a centralized Employee/Data Base to further serve our needy clients, the following shelters have been visited/contacted. Said shelters are Annunciation House, Missouri Street Residence, SRO, Reynold's House, Salvation Army, TLC, Veteran's Transitional Center and the YWCA - TLC. It is hoped that all will join in a consolidated effort to achieve our common goal.

In closing, the Employment Coordinator/Developer is proud to announce that has a free tax service. This office obtained $14,386 in tax refunds. Said service was offered to our migrant and part time workers. This free service is a preventative service to our clients and I'm pleased and honored to have conducted it.

Report to the Coalition
Employment

May 30, 1995

Placements in employment continue with 21 clients gaining work since the last report. Counseling, job search and resume development remains ongoing. To date 279 client's have been interviewed and 115 have gained employment. Further, 111 clients have been placed in our Employee Data Base. Kindly refer to the referral pool report to the Coalition.

In addition, the Employment Coordinator/Developer is pleased to announce that the Center is about to conduct a office/receptionist course. Said instruction will ensure further employment opportunities to our clients. Further, our recently conducted Introduction to Food Bank Operations resulted in ten graduates. Successfully completing the courses, we are offering another course from June 5 - June 30, 1995.

In an effort to have a centralized Employee/Data Base to further serve our needy clients, the following shelters have been visited/contacted. Said shelters are Annunciation House, Missouri Street Residence, SRO, Reynold's House, Salvation Army, TLC, Veteran's Transitional Center and the YWCA - TLC. It is hoped that all will join in a consolidated effort to achieve our common goal.

In closing, the Employment Coordinator/Developer is proud to announce that has a free tax service. This office obtained $14,386 in tax refunds. Said service was offered to our migrant and part time workers. This free service is a preventative service to our clients and I'm pleased and honored to have conducted it.

OCCUPATIONAL OPPORTUNITY CENTER FOR THE HOMELESS - Quick Start Program Report to the Homeless Coalition - June 27, 1995

Funding for the Quick Start Program through Carl Perkins funding has come through for the following year at fifty-percent of the original proposal request. Although this will limit our present program we will be able to offer coordination of the Literacy, GED and some Occupational programs. The month of July will be spent in mapping out a program for potential occupational courses to be presented in the Fall and Winter seasons.

Literacy and GED classes will continue but only because the instructors will give their time on a voluntary basis. The efforts of Lily Tullius, Violeta Romero and John DiCara are commendable. Some assistance will be lended by EPCC work-study students and by student volunteers from UTEP as well.

Possible Occupational courses will include Office Practices and Training, Warehousing, Basic Building Maintenance, and Retailing. An additional class addressing the issues of College preparatory will be offered for college bound students.

The last quarter of Quick Start has seen three successful classes almost completed. The Food Preparation/Culinary Arts class was successfully staged at the Salvation Army facility and was under the instruction of Rick Webb. The Basic Building Maintenance class led by Tomas Flores gave students the opportunity for some on-the-job-training with projects ongoing around the Center. And, the Introduction to Food Bank Operations/ Warehousing class gave students the experience of managing a Food Bank with the guidance of Bob Critchley. A total of thirty-five students enrolled in the three courses and twenty-two students are expected to complete the classes. Bob also presented job search workshop to give students ideas for possible job opportunities.

From January 1995 to June 30th 1995 a total of six courses were offered as Quick Start classes including three Basic Building Maintenace, two Food Bank Operations classes and one Culinary Arts class. A total of eighty-three students were recruited and forty-six students are projected to complete the classes. For the full year, forty-nine students have enrolled in GED and the tally for the Literacy classes is still in progress. Final figures will be offered with the next report as the present Quick Start staff completes the final quarterly report.

Our Quick Start Occupational Programs including the on-going GED and Literacy programs have been offering many individuals a chance to step out of the problems of homelessness. The issues are complex and the remedies are limited, to say the least. Many of the homeless individuals who have participated in the courses have stated that they have felt a new opportunity come their way with the availabilility of such programs as are offered at the OOC. Although our budget is limited for next year, we will make the effort to offer some worthwhile training programs and information about additional programs which may be available. Any questions regarding the Quick Start Program may be directed to Christina Camacho, Educational Coordinator, 577-0069. By the end of JUly we will hope to report our plans for the coming year.

COALITION REPORT
06/26/95

The following statistical matter is hereby presented.

Since July 1, 1994 to date June 26, 1995 317 individuals have been interviewed for employment. In addition 148 individuals have been placed into the employee data base pool. Further, 134 jobs have been obtained through the office of the employment developer/coordinator.

Concerning the 148 individuals who have been placed in the employee data base pool, said data base consists of the following; a computer under which the individuals are listed under job headings; i.e. auto repair, carpenter, welder, etc. in addition an index file base is in operation using the same format as the computer. The existence of such a data base enables the Center to find openings for our clients at the minimum expenditure of time. In addition the center is in the process of liaisoning with the Texas Employment Commission in an effort to establish a day labor pool located at the Center. Further we hope to be able to obtain a mutual computer system regarding job availabilities. Further we have the local entrepreneur offering his services directly to the Occupational Opportunity Center for the purpose of obtaining employment for qualified and trained clients. Said service will allow us to have direct connection, multiple employers under 21 occupational headings service is titled the referral pool.

Individual counseling, job search classes and the structuring of resume's ongoing. It is exciting to state that the Occupational Opportunity Center is rapidly becoming both a learning center and a community center which is in the process of becoming the heart beat of lower El Paso. It is envisioned that the center has found viable solutions to the problem that has plagued our society throughout it's history; i.e. the homeless and the needy. The Center has a commitment to provide self determination to it's clients within and without. In doing so the very dynamics of the program offered at the Center has rescued many individuals from a life without hope to that of pride and self sufficiency. In essence the Occupational Opportunity Center's philosophy is not to give clients welfare but to give them work. Said services facilitate community planning and provide economic development.

BEST COPY AVAILABLE

QUICK START PROGRAM REPORT for The Homeless Coalition - July 25, 1995

The newly refunded Quick Start Program at the Opportunity Center for the Homeless has been quiet during the month of July. This has been a time of report writing, reflecting, recruiting and planning.

The $30,000 Carl Perkins Grant, only half of what we requested, will ensure for one more year the presence of an educational liaison and Opportunity Center educational coordinator/counselor. Specifics about the grant have not been received from Austin and we are awaiting instructions about the provision.

Vocational classes at the Center ended successfully in June as reported in the last coalition news. The last grant period recruited ninety-seven (97) homeless and successfully graduated fifty-one (51) students. It has been difficult to track enrollees and students of QS because of the active mobility of our clients. To date, sixteen (16) students are working in some kind of job; eighteen (18) students are taking up more studies, seeking additional education, and seventeen (17) are un-acccunted for.

The next planned course for Quick Start will be an Office Practices class as designed by Mr. Jim Rath, EPCC Coordinator of Adult Vocational Instruction. The class will involve the following sections: Beginning Typing, Intermediate Typing, Writing Skills, Office Procedures and Introduction to Computer Applications in Business. On his end, Mr. Rath is attempting to secure ten (10) computers for our use. On this end, we are organizing a space to use for this class. At this time we do not know if that will be in the upstairs or downstairs section of the Center. This class is expected to run for approximately 220 hours or about two-and-a-half-months. Mr. Rath is looking for a part time instructor. We anticipate starting the class in September/October. And update will be presented in August.

Presently, the GED program is awaiting the return of Mr. John DiCara, EPCC faculty and GED volunteer instructor. Until late August we are referring students to the Learning Center at 716 Texas. They have been willing to work with our students, at least for now.

The morning Literacy program is going strongly under the volunteer direction of Mrs. Violeta Romero and her work-study assistants from EPCC. We are grateful for Violeta's consideration of our need for a Literacy program that we cannot fund this year. She has agreed to continue her work in a voluntary capacity. We are also awaiting word about our work-study allocation for the next school year.

Barbara Baird, EPCC Literacy consultant has presented the OOC with a Life Skills curriculum which has been written for a lower literacy level. We appreciate her expertise as well as the contribution that Lily Tullius has made to this project. Lily has been teaching the Life Skills class at the OOC and has given Barbara many solid ideas for the new curriculum. The manual is on file for anyone to look at.

Referrals to EPCC have slowed for the summer but will pick up again in the FAll. We have made referrals to the EPCC Literacy and the STEP programs at the Rio Grande campus.

Questions may be directed to Christina Camacho, Educational Coordinator.